OISE UT

Ontario Institute for Studies in Education of the University of Toronto

Graduate Studies in Education

2002/2003 Bulletin

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Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

Graduate Studies in Education

2002/2003 Bulletin

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Important Notices

Applications/Admissions

OISE/UT cannot undertake to recommend for admission every applicant who meets the minimum admission requirements.

Changes to Fees

At time of publication, the 2002/03 fees schedule has not yet been established; the amounts quoted in the Fees section, pages 172 - 173, are from the 2001/02 schedule. The University reserves the right to alter the fees and other charges described in this ***Bulletin***.

Changes in Programs of Study and/or Courses

The programs of study that our ***Bulletin*** lists and describes are available for the year(s) to which the ***Bulletin*** applies. They may not necessarily be available in later years. If the University or OISE/UT must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE/UT, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Course Deadlines, Prerequisites, Limits

Students should note the deadline for course selection (see Sessional Dates and Deadlines, pages 10 - 14). There are enrolment limits, as well as prerequisites, for certain courses, with the result that it will not always be possible for students to gain admission to the course of first choice.

NOTE: Students with conditions of admission outstanding will not be permitted to select courses.

Enrolment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the ***Bulletin***, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

English Language Facility

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English. Language proficiency requirements are detailed on page 26.

Full-Time/Part-Time Course Load

Six half-courses ordinarily constitute a full-time program in the Fall and Winter Sessions (typically three in each session). Each half-course normally meets for thirteen weeks of two and one-half hour classes per week or for twelve weeks of three-hour classes per week. A full course normally meets for two sessions. Two half-courses constitute a full-time program in each term of the Summer Session - May/June and July/August. Each half-course normally meets for six hours a week.

Person I.D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I. D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I. D. numbers.

Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. In applying to OISE/UT, the student assumes certain responsibilities to the University and to OISE/UT and, if admitted and registered, shall be subject to all rules, regulation and policies as amended from time to time.

In addition, all graduate degree programs are subject to the academic regulations of the University of Toronto, School of Graduate Studies (SGS). Applicants and students are advised to consult the ***School of Graduate Studies Calendar*** for full details.

Definitions

AQ: Additional Qualifications for Teachers
MRP: Major Research Paper
QRP: Qualifying Research Paper
SGS: School of Graduate Studies

History and Function of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

On July 1, 1996, the Ontario Institute for Studies in Education (OISE) and the Faculty of Education (FEUT) were integrated to form a new faculty within the university called the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). The following is an historical view of each of the two integrated institutions, their previous relationship and the vision and mission of the new institution - OISE/UT.

Ontario Institute for Studies in Education (OISE)

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. OISE had also been a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offered graduate programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees through its seven academic departments. Most courses were offered on campus, but some (about 25 per year) were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the university's School of Graduate Studies (SGS); graduating students received University of Toronto degrees.

OISE conducted major research and development projects through its internal research centres, its departments, and its Field Centres located across the province. In addition to its faculty, OISE had a professional research staff to assist in carrying out its research and development mandate.

Over the thirty years since its establishment, OISE developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission. From its inception, its faculty and students undertook studies addressing educational theory, policy and practice from early childhood to adult and higher education, in local, national, and international settings (including a Francophone setting), reflecting the scholarly traditions of many disciplines. OISE had also made a significant contribution to the development of critical theory in education and to feminist studies in education. Through its Field Centres, OISE maintained an important presence throughout the province.

The Faculty of Education (FEUT), University of Toronto Schools (UTS), and the Institute of Child Study (ICS)

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools (UTS) to serve as a practice school or a laboratory school. While UTS has consistently offered an excellent academic program, its involvement in the teacher education program of the Faculty of Education has varied greatly over the years.

The Institute of Child Study (ICS) was founded in 1926 as the St. George's School of Child Study, the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres, and in 1971 it became a constituent part of the Faculty of Education.

The previously described pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education (OCE), University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years, the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education (OISE). In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968.

Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT). In 1976, ICS began offering a two-year child development-based initial teacher education program. Establishment of the Laidlaw Research Centre at ICS in 1992 further strengthened the link between research and teacher education.

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching - M.A.(T.) and M.Sc.(T.) - were approved. The unique feature of these programs has been their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T.) program in English and an M.Sc.(T.) program in Mathematics were initiated. The M.Sc.(T.) program was discontinued in 1992.

In January 1995, the Royal Commission on Learning in its final report, ***For the Love of Learning***, recommended "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsed this recommendation and called for proposals for two-year, initial teacher education pilot programs to begin in September 1995. In response to this call a program based on six key images of the effective teacher was approved by FEUT Faculty Council and the university's Academic Board. The program was in effect for the 1995-1997 period only and was available to up to 60 Elementary students and up to 60 Secondary students.

The Relationship Between OISE and FEUT

In general, OISE and FEUT each pursued their mandates and activities separately from 1965 on. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

The Establishment of OISE/UT

In February, 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field.

Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the **Ontario Institute for Studies in Education of the University of Toronto (OISE/UT),** began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys full status as a major organizational unit of the University with all the rights and responsibilities pursuant to which individual university faculties hold such status. Its departments are members of Division II (Social Sciences) of the University's School of Graduate Studies.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Dean of OISE/UT

M.G. Fullan	1996 -

OISE/UT and SGS Administrative Officers (Partial List)

School of Graduate Studies

Michael Marrus, Ph.D.
Graduate Dean

Susan Howson, Ph.D.
Associate Dean, Division II (includes Education)

Carolyn M. Johnston, B.A.
Student Services Coordinator

Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

✦Dean's Office

Michael Fullan, Ph.D.
Dean

Kenneth Leithwood, Ph.D.
Associate Dean, Research

Cecilia Reynolds, Ph.D.
Associate Dean, Academic Program

N. Carol Rolheiser, Ph.D.
Associate Dean, Academic Development

✦Department Chairs

Lana Stermac, Ph.D.
Adult Education, Community Development and Counselling Psychology (AECDCP)

Merlin W. Wahlstrom, Ph.D.
Curriculum, Teaching and Learning (CTL)

Keith Oatley, Ph.D.
Human Development and Applied Psychology (HDAP)

Sandra Acker, Ph.D.
Sociology and Equity Studies in Education (SESE)

Nina Bascia, Ph.D.
Theory & Policy Studies in Education (TPS)

✦Department Associate Chairs

Jack Quarter, Ph.D.
Adult Education, Community Development and Counselling Psychology (AECDCP)

Dennis Thiessen, Ph.D.
Elizabeth M. Smyth, Ph.D.
Curriculum, Teaching and Learning (CTL)
Marc Lewis, Ph.D.
Human Development and Applied Psychology (HDAP)

George J. Sefa Dei, Ph.D.
Sociology and Equity Studies in Education (SESE)

Cecilia Morgan, Ph.D.
Theory & Policy Studies in Education (TPS)

✦Field Centre Heads

Wayne Seller, M.Ed.
Head, Field Division
Coordinator, Technology-Mediated & Off-Campus Programs, Northwestern Centre

Marie Josée Berger, Ph.D.
Ottawa Valley/Centre régional d'Ottawa

Denis Haché
Midnorthern/Northeastern Centre, Sudbury Office

Bruce Cassie, Ph.D.
Midnorthern/Northeastern Centre, North Bay Office

Denis Haché, Ph.D.
Centre de recherches en éducation du Nouvel-Ontario (CRENO)

Lynne Hannay, Ph.D.
Midwestern Centre

Jack Miller, Ph.D.
Southern Centre

John A. Ross, Ph.D.
Trent Valley Centre

✦Registrar's Office

Eucline Claire Alleyne, Ed.D.
Registrar

Kim Holman, B.A.
Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration/Graduation

Susan Hall
Liaison Officer, Graduation

Heather Haslett, B.A.
Liaison Officer, Admissions

Christine Fung
Liaison Officer, (AECDCP and HDAP)

Linda Pereira
Lily Stone
Liaison Officers, (CTL)

Lynn Romero
Liaison Officer, (SESE and TPS)

✦Advisory Board

• Representatives of Teacher Organizations

Susan Langley
Ontario Teachers' Federation

Gene Lewis
Elementary Teachers' Federation of Ontario

Roger Régimbal
Association des enseignantes et des enseignants franco-ontariens

Jim Smith
Ontario English Catholic Teachers' Association

• Representatives of Ontario School Trustee Organizations/Ontario Directors and Superintendents of Education

Harold Brathwaite
Ontario Public Supervisory Officials' Association

Beryl Ford
Ontario Public School Boards' Association

Vince Nichilo
Ontario Catholic Supervisory Officers' Association

• Representative of Colleges of Applied Arts and Technology

Robert Gordon
Humber College

• Representative of the Ministry of Education and Training

Suzanne Herbert
Ministry of Education and Training

• Representatives of the Professional, Business and Labour Communities

Yvonne Chiu
University of Toronto (Scarborough)

The Hon. William Davis
Past Premier of Ontario

John Evans
President Emeritus, University of Toronto
Chair, Torstar and Chair, Allelix

Kenneth Lalonde
Executive Vice-President, CIBC

Monique Landry-Sabourin
P. & M. Sabourin Translation Services

Barbara Stevens-Burns
President, Stevens-Burns Consultants

James Turk
Executive Director, Canadian Association of University Teachers

David Williams
President and CEO, Workplace Safety and Insurance Board

• OISE/UT Alumni

Barry Vail
President, OISE Alumni Association

• Representatives of the Internal Community

Eileen Antone
Faculty

Robert Cook
Staff

Thomas Goettler
Student

Ex Officio
Michael Fullan
Dean, OISE/UT

Clive Beck
Chair, Faculty Council, OISE/UT

• Decanal Appointments

Vivek Goel
Vice-Provost, Faculty, University of Toronto

Kenneth Leithwood
Associate Dean, Research, OISE/UT

Cecilia Reynolds
Associate Dean , Academic Program, OISE/UT

Carol Rolheiser
Associate Dean , Academic Development, OISE/UT

Sessional Dates and Deadlines

Please note the following:

✦ The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.

✦ In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions

✦ Each department may also have deadlines related to these general Sessional Dates and Deadlines.

2002

January 7	Lectures begin for the 2002 Winter Session
January 11	Deadline for registration for students beginning their programs in the 2002 Winter Session. After this date a late registration fee will be charged
January 11	Final date to request a deferral of admission from the 2002 Winter Session to the 2003 Winter Session
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2001 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday. **• For Ph.D. - at least eleven working weeks before this date** **• For Ed.D. - at least nine working weeks before this date**
January 19	Grade submission date for the 2001 Fall Session. Grades will be available on ROSI (via SWS) approximately two weeks after this date
January 19	Deadline for INC designation for 2001 Winter Session courses to be changed to a regular grade or a failure
January 25	Deadline for adding 2002 Winter Session courses
January 31	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council
February 15	Deadline for M.Ed., M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in Spring if **all** degree requirement will be completed in the 2002 Winter Session
March 1	Deadline for withdrawing from 2002 Winter Session and full-year courses without academic penalty
March 1	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2002 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
March 1	Final date for Special Students to submit application forms and all pertinent documents for application to 2002 Summer Session, first term
March 11-15	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)

2002 continued

March 15	Graduation "in absentia"
March 15-19	Registrar's Office will begin mailing out course selection forms for continuing students, for the 2002 Summer Session, 2002 Fall Session and the 2003 Winter Session
March 29	Good Friday (University closed)
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 12	Last day of 2002 Winter Session and full-year lectures
April 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2002 Summer Session, first term courses
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 19	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit. **• For Ph.D. - at least nine working weeks before this date** **• For Ed.D. - at least seven working weeks before this date**
April 26	Deadline for students whose degrees are to be conferred at Spring convocation to submit the final Ph.D. or Ed.D. thesis
April 30	Continuing students should select courses for the 2002 Summer Session, the 2002 Fall Session and the 2003 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 3	First day of classes and registration for students in the Ed.D. Administrator Doctoral Cohort specialization
May 3	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2002 Summer Session, second term, **and** the 2002 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses
May 3	Final date for Special Students to submit application forms and **all** pertinent documents for application to 2002 Summer Session, second term, **and** the 2002 Fall Session
May 6	Deadline for selecting Audio Distance Education courses for the 2002 Summer Session
May 6	First day of classes and registration for the 2002 Summer Session, first term
May 17	Deadline for registration for 2002 Summer Session Independent Study and Research
May 17	Deadline for registration for 2002 Summer Session courses which begin in May
May 17	Deadline for adding 2002 Summer Session courses which begin in May
May 17	Deadline for dropping 2002 Summer Session, May - June courses
May 19	Grade submission date for 2002 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
May 19	Deadline for INC designation for 2001 Summer Session courses to be changed to a regular grade or a failure
May 20	Victoria Day (University closed)
May 24	Deadline for selecting Audio Distance Education courses for the 2002 Fall Session and the 2003 Winter Session
June 10	Deadline for adding 2002 Summer Session, second term courses **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
June 10	Spring Convocation - M.A., Ph.D. (2:30pm)
June 11	Spring Convocation - M.A.(T), M.T. (2:30pm)

2002 continued

June 14	Last day of 2002 Summer Session, first term lectures
June 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2002 Summer Session, second term courses
June 25	Spring Convocation - M.Ed., Ed.D. (10:00am)
July 1	Canada Day (University closed)
July 2	Lectures begin for the 2002 Summer Session, second term
July 5	Deadline for registration, without late fee, for 2002 Summer Session, second term
July 5	Final date to request a deferral of admission from the 2002 Summer Session to the 2003 Summer Session
July 5	Deadline for M.Ed. M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in the Fall if **all** degree requirements will be completed in the 2002 Summer Session
July 12	Deadline for adding or dropping 2002 Summer Session, second term and May to August courses
July 26	Grade submission date for 2002 Summer Session, **first term courses.** Grades will be available on ROSI (via SWS) approximately two weeks after this date
July 31	Deadline for adding 2002 Fall Session and full-year courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
August 5	Civic Holiday (University closed)
August 9	Last day of 2002 Summer Session, second term lectures
August 30	Recommended date for payment of fees
September 2	Labour Day (University closed)
September 5	Deadline for submission of Individual Reading and Research course approval forms for 2002 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
September 9	Lectures begin for the 2002 Fall Session and full-year courses
September 13	Deadline for 2002/03 Fall/Winter Session registration. After this date, a late registration fee will be charged
September 13	Final date to request a deferral of admission from the 2002 Fall Session to the 2003 Fall Session
September 14	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at Fall Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
September 18	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit. **• For Ph.D. - at least nine working weeks before this date** **• For Ed.D. - at least seven working weeks before this date**
September 20	Grade submission date for 2002 Summer Session, **second term courses**. Grades will be available on ROSI (via SWS) approximately two weeks after this date
September 20	Deadline for INC designation for 2001 Fall Session courses to be changed to a regular grade or a failure
September 27	Deadline for adding 2002 Fall Session and full-year courses
October 2	Deadline for students whose degrees are to be conferred at Fall convocation to submit the final Ph.D. or Ed.D. thesis
October 4	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2003 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses
October 4	Final date for Special Students to submit application forms and all pertinent documents for application to the 2003 Winter Session

2002 continued

October 14	Thanksgiving Day (University closed)
October 15	Deadline for M.Ed. M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in March (in absentia) or in the Spring if **all** degree requirements will be completed in the 2002 Fall Session
November 1	Deadline for withdrawing from 2002 Fall Session courses without academic penalty
November 1	Final date to request a change of start date from the 2002 Summer Session and the 2002 Fall Session to the 2003 Winter Session
November 20	Fall Convocation - Ed.D., M.Ed., M.A.(T), M.T. (7:00pm)
November 21	Fall Convocation - Ph.D., M.A. (7:00pm)
December 2	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2003 Summer Session, the 2003 Fall Session and the 2004 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses.
December 2	Deadline for receipt of applications for a 2003 Fall Session and 2004 Winter Session Graduate Assistantship (for full-time study only)
December 6	Last day of lectures for the 2002 Fall Session
December 6	Deadline for adding 2003 Winter Session courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
December 15	Deadline for submission of Individual Reading and Research course approval forms for the 2003 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit
December 23 - January 3 -	Christmas/New Year (University closed)

2003

January 6	Lectures begin for the 2003 Winter Session
January 10	Deadline for registration for students beginning their programs in the 2003 Winter Session. After this date a late registration fee will be charged
January 10	Final date to request a deferral of admission from the 2003 Winter Session to the 2004 Winter Session
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive one year of the required "full-time study" credit towards the Ph.D. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2002 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Grade submission date for the 2002 Fall Session courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
January 17	Deadline for INC designation for 2002 Winter Session courses to be changed to a regular grade or a failure
January 17	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday. • **For Ph.D. - at least eleven working weeks before this date** • **For Ed.D. - at least nine working weeks before this date**

2003 continued

January 24	Deadline for adding 2003 Winter Session courses
January 31	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council
February 15	Deadline for M.Ed. M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in Spring if **all** degree requirements, comprehensives and/or research will be completed in the 2003 Winter Session
February 28	Deadline for withdrawing from the 2003 Winter Session and full-year courses without academic penalty
March TBA	Graduation "in absentia"
March 7	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2003 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
March 7	Final date for Special Students to submit application forms and all pertinent documents for application to 2003 Summer Session, first term
March 10-14	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 14-18	Registrar's Office begins mailing course selection forms for continuing students, for the 2003 Summer Session, 2003 Fall Session and the 2004 Winter Session
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 11	Last day of 2003 Winter Session and full-year lectures
April 18	Good Friday (University closed)
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 19	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit. **• For Ph.D. - at least nine working weeks before this date** **• For Ed.D. - at least seven working weeks before this date**
April 25	Deadline for students whose degrees are to be conferred at Spring convocation to submit the final Ph.D. or Ed.D. thesis
April 30	Continuing students should select courses for the 2003 Summer Session, the 2003 Fall Session and the 2004 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 2	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2003 Summer Session, second term, **and** the 2003 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses
May 2	Final date for Special Students to submit application forms and all pertinent documents for application to 2003 Summer Session, second term **and** the 2003 Fall Session
May 19	Grade submission date for 2003 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
May 19	Deadline for INC designation for 2002 Summer Session courses to be changed to a regular grade or a failure
May 19	Victoria Day (University closed)
June TBA	Spring Convocation

General Information

Travaux et Théses en Français

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario de l'Université de Toronto sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils ou elles souhaitent remettre leurs travaux en français.

Veuillez noter que OISE/UT n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus ; toutefois, il est possible de le faire à distance par Internet. Prière de consulter la page 163 pour plus de renseignements sur ce programme.

Département d'éducation des adultes: apprentissage et psychologie du counseling

D. Schugurensky

Département de curriculum, d'enseignement et d'apprentissage

N. Bélanger, M.-J. Berger, S. Churchill, A. Cumming, J. P. Cummins, G. Feuerverger, A. Gagné, D. Gérin-Lajoie, N. Labrie, S. Lapkin, R. S. McLean, M. K. Swain, M. Turnbull, D. N. Wilson

Département du développement humain et de psychologie appliquée

M. Ferrari, E. Geva, J. Pelletier, J. Wiener

Département de sociologie et d'études de l'équité en éducation

TBA (Centre du Moyen-Nord/Nord-Est), M. Eichler, M. Heller, D. W. Livingstone, C. P. Olson, S. H. Razack

Département d'études des théories et politiques en éducation

S.E. Anderson, D. Haché

Voir la section *Interdisciplinary Research Foci* pour une description des cours en français, sous la rubrique *Études en français* à la page 163.

Course Selection for Continuing M.A., M.A.(T.), M.T., M.Ed., Ed.D. and Ph.D. Students

Course selection information for the 2002 Summer Session, the 2002 Fall Session and the 2003 Winter Session will be mailed in mid March 2002. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the Fall and Winter Sessions of the academic year.

Students should select courses before April 30 by using the Web service at <www.rosi.utoronto.ca>

NOTE: For courses which require the instructor's approval or which are extra to your program, return the completed course selection forms to the Registrar's Office, Graduate Studies Registration Unit.

NOTE: Course selection does not constitute official registration in programs or courses. You must pay your fees to complete the process.

NOTE: If you are unable to get into the courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible enrolment in the course.

Definition of Full-Time Student

Full-time graduate students are defined according to government regulations as follows:

a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.

b) They must be considered by OISE/UT to be in full-time study.

c) They must be geographically available and visit the campus regularly.

d) They must be considered to be full-time graduate students by their supervisors.

Part-Time Study/Late Afternoon and Evening Classes in Fall and Winter Sessions

During the 2002 Fall Session and the 2003 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Fully employed, part-time students interested in these classes may pursue one of the following patterns of study:

a) two half-courses in each of the two sessions;

b) four half-courses which run for both the Fall and Winter Sessions;

c) two full courses which run for both the Fall and Winter Sessions; or

d) where scheduling necessitates, two half-courses which run for both the Fall and Winter Sessions, along with one half-course which runs for the Fall Session and one half-course which runs for the Winter Session.

Study in Summer Session

During each term of the Summer Session (May-June and July-August), students eligible to register **full-time** may take two half-courses; **part-time** students may take one half-course.

NOTE: Students enrolled in the following programs of study and who are undertaking their required period of full-time study in the Summer Session are exempt from the above:

- ✦ **The Administrator Doctoral Cohort specialization** in the Educational Administration Program
- ✦ **The Ed.D. in Higher Education specialization** in the Higher Education Program
- ✦ **The Ed.D. for Community College Leaders** in the Higher Education Program

All Ph.D. candidates and Ed.D. candidates who have completed the minimum full-time study requirement, will register for the Fall, Winter and Summer Sessions when they register in September (or in January for those beginning their doctoral program then).

Off-Campus/Distance Education

OISE/UT offers off-campus sections of some courses in a variety of Ontario locations. However, because of a limited selection of courses, it may not be possible to complete all program requirements off-campus. Most off-campus courses are offered in a distance education mode, mainly via computer conferencing. For computer conferencing courses, students must have regular access to a computer and modem.

Courses via audio conferencing use sites in northern Ontario (i.e., north of Parry Sound) which are part of the Contact North/Contact Nord network. Sites in southern Ontario are determined according to the location of students who selected courses by the deadline listed in the OISE/UT Course Schedule (off-campus section). Students who have selected courses by the deadline will receive written details about the site location and dates and times of classes before the beginning of the course. **Students are urged to select courses by the deadline. Courses may be cancelled if enrolment is low.**

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections, pages 30 - 155.

Off-Campus Library Services

The Education Commons makes available, either directly or through the local Field Centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through inter-library loan.

Application Procedures

Applicants should contact their local OISE/UT Field Centre (see listing in Research and Field Activities section, pages 169-171) for an Application/Information Package. In areas of the province not served directly by a Field Centre, contact should be made with the Registrar's Office, Graduate Studies Admissions Unit, OISE/UT.

NOTE: Application procedures are the same for all students (see pages 25 - 28).

Registration

Course selection does not constitute official registration. You must pay your fees to complete the process.

Part-time, off-campus students **who have already been admitted to a degree program** will be mailed a fees invoice when all admission conditions have been satisfied. Please refer to registration materials which are mailed to students each year for appropriate dates and procedures.

Required Period of Full-Time Study

Many programs specify a period during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. This required period of full-time study provides the student with an opportunity to become immersed in the intellectual environment of the university. Full-time study requirements can be filled only through:

a) consecutive Fall and Winter Sessions i.e., September to December and January to April in the same academic year
OR
b) the Winter Session in one academic year followed by the Fall Session in the next academic year.

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following programs of study and who are undertaking their required period of full-time study in the Summer Session:

- ✦ **The Administrator Doctoral Cohort specialization** in the Educational Administration Program
- ✦ **The Ed.D. in Higher Education specialization** in the Higher Education Program
- ✦ **The Ed.D. for Community College Leaders** in the Higher Education Program

Where full-time, on-campus study is required for a degree program, such study ordinarily begins in September. While it is possible to begin full-time study in January, the OISE/UT department in which the program is being undertaken must be in a position to offer that program beginning in January.

Dual Registration for M.A. and Ph.D. Candidates

Students in an M.A. program at the University of Toronto who have been offered admission to a Ph.D. program conditional on completion of the master's program may be dual registrants for only one session in both programs under the following conditions:

a) The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.

b) Permission has been granted by OISE/UT.

c) The student will be engaged in full-time Ph.D. studies (i.e., a minimum of two half-courses during the session of dual registration) and will be registered full-time in the Ph.D. and part-time in the master's program.

NOTE: Only the appropriate Ph.D. fees will be charged.

d) The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

To receive full-time study credit for the Ph.D. for the period of dual registration, the student must be recommended for the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the Ph.D. registration will be cancelled, no full-time study credit will be allowed, and the student will continue to be registered as a master's student only. Appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Ph.D. course credit will be retained for courses completed during the period of dual registration.

Students who are not recommended for the master's degree by the deadline and whose enrolment in the Ph.D. is thereby cancelled, may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the Ph.D. program.

Transfer Credit

Candidates who have completed graduate courses beyond that required for admission to an OISE/UT degree program may be granted credit for up to two half-courses, or 25% of the course requirements for the degree, whichever is greater, provided that those courses were not credited toward another degree, diploma, certificate, or any other qualification.

NOTE: This will not reduce the total program fee required.

Transfer Between Programs

M.A. and M.Ed. candidacy is not normally interchangeable. Similarly, the two doctoral programs, Ph.D. and Ed.D., are distinct in design and orientation and **candidacy is not normally interchangeable**. It is therefore most important for the applicant to give serious consideration to the choice of program. Only in exceptional cases will a request for transfer between the two master's or the two doctoral programs be considered. Such a request would have to be made to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, early in the student's degree candidacy and would require the support of the student's department.

Continuity of Registration

Doctoral candidates who have completed the required minimum period of full-time study but who have not completed other requirements for the degree must register annually in September and pay the full-time fee until all degree requirements have been completed.

Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

If full-time Master's students wish to change to part-time status, the change must be requested **before they are past the 'minimum period of registration' or before they have begun their last required course**, whichever comes first. They will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed.

Part-time master's students register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other requirements have been completed.

NOTE: Failure to register as required will cause a student's candidacy to lapse.

Parental Leave

Graduate students may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a parental leave during their program. This policy is intended to recognize the need for leave at the time of pregnancy, birth, or adoption in order to provide full-time care in the first year of parenting a new child.

By completing the Parental Leave Request form, a parent may apply for up to three sessions of leave to be completed within twelve months of the date of birth or custody. Where both parents are graduate students seeking parental leave, the total number of sessions cannot exceed four.

Students on leave will not be eligible to receive OISE/UT Graduate Assistantships or OISE/UT Scholarships or other OISE/UT awards or bursaries. However, under some circumstances OISE/UT Graduate Assistantships and OISE/UT Scholarships may be deferred. In the case of other fellowships, the regulations of the particular granting agency will apply. The Office of Student Services will be able to provide further details on this.

The terminal date of the degree program will be extended by the duration of the leave taken. Normally, the start and end of the leave should coincide with the start and end of a session.

Leave for Health Problems or Personal Circumstances

Graduate students whose programs require continuous registration may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a one-session to three-session leave during their program of study on the grounds of health or personal problems which temporarily make it impossible to continue in the program. Once on leave, students will neither be registered nor will they be required to pay fees for this period. They may not make demands upon the resources of the university, such as use library facilities, attend courses or expect advice from their supervisor or make any formal progress toward their degree. They will not be eligible to receive or defer University of Toronto fellowship support during the leave. In the case of other graduate student awards, the regulations of the particular granting agency apply.

Students may make application for such leave by completing the Leave Request form and submitting it to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for approval. The terminal date of the degree program will be extended by the duration of the leave taken. Only under exceptional circumstances will the student be granted more than one leave under the terms of this policy. Normally, the start and end of the leave should coincide with the start and end of a session. Leave requests which do not fall under the terms of this policy will require final approval from the School of Graduate Studies.

Course Changes and Course Completion

The deadlines for adding and dropping courses for the Fall, Winter and Summer Sessions are listed in the Sessional Dates and Deadlines, pages 10 - 14. Students should pay special attention to these. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal) notation. Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of 'Incomplete' (INC) or 'Failure' (FZ) will be assigned. If a student has incomplete or failed courses, others must be added to fulfil the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines, pages 10 - 14. These dates are mandatory. They represent the dates on which the grades are due in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.

NOTE: Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See Student Appeals, page 184.)

NOTE: Throughout a degree program at OISE/UT, it is the student's responsibility to ensure that the OISE/UT Registrar's Office, Graduate Studies Registration Unit, is notified, by the appropriate dates, of any changes in courses and of any other relevant information concerning the program.

Withdrawal From a Graduate Program

In order to withdraw from a program, students must submit written notification along with their student card, to the Registrar's Office, Graduate Studies Unit, Room 4-485. A rebate of fees, if any, will be determined by the date on which written notification of withdrawal is received by the Registrar's Office. Application for re-admission by a student who has withdrawn must be made in competition with all other applicants.

Grade Reports

Grades will be available on ROSI via the Student Web Service at <www.rosi.utoronto.ca>. Please refer to the Sessional Dates in this ***Bulletin*** for further information.

Transcripts

All requests for transcripts of academic records, **with the exception of transcripts of courses taken in the Additional Qualification Program for Teachers,** must be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre
Room 1006, 100 St. George Street
Toronto, Ontario M5S 3G3
Telephone: 416-978-3384
Websites:

- ✦ www.chass.utoronto.ca/ofr/transcripts/trnscrpt.htm
- ✦ www.rosi.utoronto.ca

Requests for transcripts of courses taken in the Additional Qualification Program for Teachers should continue to be made to:

The Records Officer
OISE/UT Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4743

Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

At the time of printing this ***Bulletin***, the charge for a transcript is $8.00 (plus GST and PST) for each copy. (This charge is subject to change.) Transcripts will not be issued for students who have outstanding obligations to the university. (See pages 173 and 184.)

Satisfactory Evidence of Freedom from Tuberculosis

Applicants to the two-year Child Study and Education program and the Human Development and Curriculum program are required to submit satisfactory evidence of freedom from tuberculosis - a requirement of the Ontario College of Teachers.

The test must:

a) be done during the twelve months prior to the start of the program

b) clearly show the date(s) when the tuberculin test was administered and include one of the following results:
   - a negative tuberculin or 'skin test'
   OR
   - a positive tuberculin or 'skin test' followed by a normal chest x-ray
   OR
   - a normal chest x-ray

   If the stated result is anything other than one of the above three, candidates must provide a written statement from their doctor indicating that they are not a health risk and that they can be in close contact with children. This written statement must be on letterhead and include the candidate's full name.

c) show the name of the doctor or testing agency

d) be signed and dated by an authorized health professional currently practicing in Canada.

NOTE: Immunization cards and self-evaluated test results are not acceptable.

Candidates will not be allowed to attend the Child Study and Education program or the Human Development and Curriculum program if proof of freedom from active tuberculosis is missing, incomplete or unacceptable to OISE/UT.

NOTE: Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.

Minimum Admission, Program and Degree Requirements

OISE/UT conducts, within the School of Graduate Studies, programs leading to the following graduate degrees. Note that, with the exception of the Master of Arts in Child Study and Education program and the Master of Teaching in Human Development and Curriculum program, graduate degrees at OISE/UT do not lead to certification for teaching in Ontario's schools.

- ✦ Master of Education (M.Ed.)
- ✦ Master of Arts (M.A.)
- ✦ Master of Arts in Teaching (M.A.(T.))
- ✦ Master of Teaching (M.T.)
- ✦ Doctor of Education (Ed.D.)
- ✦ Doctor of Philosophy (Ph.D.)

NOTE: Application procedures are described on pages 25 - 28.

Following is an outline of the **minimum** admission, program and completion requirements for the various graduate degrees in Education. Individual OISE/UT departments may have additional requirements. Candidates will be required to undertake whatever additional studies OISE/UT considers necessary.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission to OISE/UT. The university reserves the right to determine whether or not credentials of degree-granting institutions meet the standards for admission to University of Toronto programs.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the bachelor's degree, for admission to the School of Graduate Studies as degree candidates, may be considered for admission if a department wishes to present a case for non-standard admission. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports) and presented as part of the application.

Master of Education (M.Ed.)

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

Admission Requirements

a) An appropriate three- or four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the Admission Requirements section of individual departments for programs which require specified undergraduate disciplines and/or a higher standing, pages 30 - 155.)

At the discretion of OISE/UT, it may be necessary to submit course descriptions of all academically-oriented courses not clearly defined on the transcript, in order to establish equivalency to a University of Toronto degree.

An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on the five most recent and most senior level academic full courses or their equivalent.

Depending on the makeup of the degree, and the student's intended area of specialization at the master's level, some additional study may be required either within the degree program or prior to admission.

b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

c) At least one year of relevant, successful, professional experience.

Program of Study

Applicants must declare their choice of OISE/UT department, degree, program, specialization and subspecialization (optional) at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While a student may request a transfer to a different home department en route to the degree, such change may result in a lengthened program.

The minimum program requirements for the M.Ed. degree are as follows:

a) In keeping with their department's requirement, students must undertake one of the following options to complete their program.

- ✦ **Option I - Coursework only:** ten half-courses plus a comprehensive examination/requirement.
- ✦ **Option II - Research Project:** eight half-courses plus a research project or a Major Research Paper.
- ✦ **Option III - Thesis:** six half-courses plus a thesis.

The M.Ed. degree program requires that a minimum of half of the courses be taken in the home department unless otherwise specified by the department.

b) Full-time study, though desirable, is not required.

c) **Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

If full-time Master's students wish to change to part-time status, the change must be requested before they are past the 'minimum period of registration' **or before** they have begun their last required course, whichever comes first. They will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed.

d) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other degree requirements have been completed.**

e) All requirements for the degree must be satisfactorily completed **within six years** of first enrolment.

f) **Candidates must apply to graduate** by completing and returning an **Application to Graduate** card obtained from the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Those completing their program, including the comprehensive or the research requirement, in the session indicated below must make such application by the date shown and will receive their diplomas as follows:

- **Summer Session completion - apply by July 5** Candidates will receive their diploma at the November convocation ceremony.
- **Fall Session completion - apply by October 15** Candidates will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June.
- **Winter Session completion - apply by February 15** Candidates will receive their diploma at the June convocation ceremony.

Master of Arts (M.A.)

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

Some M.A. degree programs at OISE/UT, e.g. History and Philosophy of Education, and Sociology in Education are one-year programs comprised of six half-courses after a four-year bachelor's degree in the same cognate area of specialization. M.A. degree programs in, for example, Adult Education, Curriculum, Educational Administration, and Higher Education are generally one-year programs comprised of eight half-courses after a four-year bachelor's degree in a relevant discipline or professional program.

Consult departmental information for full details, pages 30 - 155.

Admission Requirements

a) Normally, an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the admission requirements section of individual departments for programs which require specified undergraduate disciplines and/or a higher standing, pages 30 - 155.)

At the discretion of OISE/UT, it may be necessary to submit course descriptions of all academically-oriented courses which are not clearly defined on the transcript, in order to establish equivalency to a University of Toronto degree.

An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on the five most recent and most senior level academic full courses or their equivalent.

b) A year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

c) Applicants with qualifications as above, except that their bachelor's degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

Program of Study

Applicants must declare their choice of OISE/UT department, degree, program, specialization and subspecialization (optional) at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While in some OISE/UT departments additional requirements have been established, the minimum requirements for the M.A. in OISE/UT are as follows:

a) **A one-year program** comprised of at least six half-courses, selected in accordance with requirements in the home department. A minimum of four half-courses must be taken in the home department unless otherwise specified by the department.

b) Candidates admitted to an extended program **(one and one-half years)** on the basis of either a three-year or a four-year bachelor's degree which does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. A minimum of five half-courses must be taken in the home department unless otherwise specified by the department.

c) Candidates admitted to a **two-year program**, on the basis of either a three-year or a four-year bachelor's degree which does not embrace the specialization proposed at the graduate level, are required to complete twelve half-courses. A minimum of six half-courses must be taken in the home department unless otherwise specified by the department.

d) A thesis. All M.A. candidates, with the exception of the two-year Child Study and Education program which does not require a thesis, must have their thesis committees officially formed as follows:

✦ **if studying full time** - April 1 of the year following completion of the full-time study requirement, or the minimum period of registration;

✦ **if studying part-time** - upon the completion of two-thirds of the M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

e) In most departments it is possible to pursue an M.A. program on a part-time basis. A minimum of one academic year of full-time study is required for some programs. Consult departmental information for full details, pages 30 - 155.

f) **Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

If full-time Master's students wish to change to part-time status, the change must be requested before they are past the 'minimum period of registration' or before they have begun their last required course, whichever comes first. They will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed.

g) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, they must register annually and pay the part-time fee until all other degree requirements have been completed.**

h) All requirements for the degree must be satisfactorily completed **within five years** of first enrolment for candidates admitted to one-year (six or eight half-course) programs and **within six years** of first enrolment for candidates admitted to one and one-half-year (ten half-course) or two-year (twelve half-course) programs.

Master of Arts in Teaching (M.A.(T.))

This program is designed for the professional teacher of Language Arts and/or English. It includes a balance of contemporary educational, literary and literacy theories with content in English studies. The program is designed for part-time study but may also be completed on a full-time basis in three consecutive sessions - Fall, Winter and Summer.

Admission Requirements

a) A four-year bachelor's degree, or equivalent, in English, or English and another subject from the University of Toronto, or another recognized university. Applicants without sufficient background in English may be required to take one or more undergraduate courses in addition to the program requirements.

b) **A mid-B** standing in English courses from the University of Toronto or another recognized university. Undergraduate courses in education are not academically assessed.

c) One year of teaching experience or equivalent professional experience.

d) Two letters of recommendation, one from the applicant's undergraduate program.

e) Recent résumé or curriculum vitae which must include teaching experience after graduation.

Program of Study

Students will be required to complete:

a) One full course in the history and theory of the study of English.

b) One full course in the Graduate Department of English.

c) Four half-courses from the list of Master of Arts in Teaching courses of instruction, pages 75 - 76.

Master of Teaching (M.T.)

The Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology offer a two-year Master of Teaching degree in Human Development and Curriculum.. Upon successful completion of this program, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools. Applicants apply for admission to this program through either the Department of Curriculum, Teaching and Learning or the Department of Human Development and Applied Psychology. Admission and degree requirements for the program are the same for both departments. (See pages 76 - 78 and 104 - 105 for further information.)

Admission Requirements

An appropriate University of Toronto four-year bachelor's degree or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Applicants normally must:

a) Submit a Statement of Intent describing three significant teaching and/or teaching-related experiences, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools.

b) Be interviewed by a panel of faculty, teachers and students.

NOTE: Given the limited number of students in this program, not all eligible applicants can be interviewed or admitted.

Because applicants are applying to a teacher education program they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

b) a photocopy of a certificate of change of name where applicable

c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers). See page 18 for further information.

NOTE: Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.

NOTE: In addition, a criminal record check is required for certification by the Ontario College of Teachers.

Program of Study

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and two electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program in order to graduate and receive the M.T. degree and be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Doctor of Education (Ed.D.)

The Ed.D. program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs in various areas of specialization, see the appropriate departmental sections, pages 30 - 155.

Admission Requirements

a) A University of Toronto M.Ed. or M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. Further documentation may be required to establish equivalence. (See the admission requirements section of individual departments for programs which require higher standing for admission, pages 30 - 155.)

b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

c) Because the program is intended primarily for experienced professionals in the Ontario educational system, a personal interview will be conducted whenever possible.

d) Ordinarily, one year of professional preparation for education.

e) Successful professional experience in education, or in a relevant field.

f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the OISE/UT Guidelines for the QRP, available from the Registrar's Office, Graduate Studies Admissions Unit.

g) Additional requirements may be deemed appropriate for admission within the Ed.D. program. Such requirements are outlined in the departmental sections, pages 30 - 155.

Program of Study

Applicants must declare their choice of OISE/UT department, degree, program, specialization and subspecialization (optional) at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in determining an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ed.D. are as follows:

a) Normally, a minimum of one Fall Session and one Winter Session of full-time study taken consecutively (i.e., Fall Session - September to December, followed by Winter Session - January to April, or Winter Session - January to April, followed by Fall Session - September to December).

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following programs of study and who are undertaking their required period of full-time study in the Summer Session:

- **The Administrator Doctoral Cohort specialization** in the Educational Administration Program
- **The Ed.D. in Higher Education specialization** in the Higher Education Program
- **The Ed.D. for Community College Leaders** in the Higher Education Program

b) In most programs, students may begin their studies on a part-time basis. (See departmental listings for exceptions, pages 30 - 155.)

NOTE: Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.

c) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree or the equivalent in the same area of specialization proposed at the doctoral level.

An eight half-course Ed.D. program should include at least four half-courses in the home department except as otherwise stated in departmental program descriptions. Typically, when more than eight new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department.

NOTE: An exception is the Ed.D. in Second Language Education which requires six to eight half-courses (see 116 - 117).

d) Candidates in some departments or specializations will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The candidate must file the names of thesis committee members by April 1 of the year following the period of required full-time study.

The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

g) All requirements for the Ed.D. must be completed **within six years** of first enrolment as an Ed.D. candidate.

Doctor of Philosophy (Ph.D.)

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the University of Toronto ***School of Graduate Studies Calendar***. What follows is an expansion of those regulations as they apply to the graduate programs in Education at OISE/UT.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the appropriate departmental sections. The average time to completion is approximately five years.

Admission Requirements

a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. (See the admission requirements section of individual departments for programs which require a higher standing for admission, pages 30 - 155.)

Students in an M.A. program at the University of Toronto who have been offered admission to a Ph.D. program conditional upon completion of the master's program may be dual registrants for only one session in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on page 16.

b) Holders of master's degrees other than the OISE/UT M.A. in the same area of specialization as proposed at the doctoral level, may be required to submit further evidence of scholarly proficiency satisfactory to OISE/UT and to the admission committee in each OISE/UT department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in positions to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE/UT department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before registration in the doctoral program. Please consult the ***OISE/UT Guidelines for the QRP***, available from the Registrar's Office, Graduate Studies Admissions Unit.

c) Holders of the University of Toronto M.Ed. degree with high standing may be admitted to the Ph.D. program. Depending on the previous degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis, the OISE/UT department may require a QRP, which must be completed satisfactorily before registration in the doctoral program. Please consult the ***OISE/UT Guidelines for the QRP***, available from the Registrar's Office, Graduate Studies Admissions Unit.

Program of Study

Applicants must declare their choice of OISE/UT department, degree, program, specialization and subspecialization (optional) at the time of application. Upon admission, the student will be assigned a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ph.D. are as follows:

a) A minimum of three consecutive sessions of full-time, on-campus study to be undertaken at the beginning of the program. Ordinarily, this period of study begins in September.

Only under exceptional circumstances is it possible to interrupt this period of study after the completion of the first year of required full-time study. Students must submit a **'Leave of Absence Form'** requesting the leave and outlining the reasons, to the OISE/UT Registrar's Office, Graduate Studies Registration Unit.

Such interruption is granted for a maximum of one year and the terminal date of the degree program will be extended by the duration of the leave taken. Students remain responsible for meeting the appropriate deadlines for courses previously taken.

b) **Once first registered in the program, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.**

c) The number of courses in a Ph.D. degree program, as stated in the student's Offer of Admission, is determined by the total university academic background and its relevance to the proposed specialization.

Normally, a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same specialization as at the doctoral level, would be expected to undertake at least four half-courses in the OISE/UT home department.

Typically, when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department.

d) Candidates will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The candidate must file the names of the thesis committee members by April 1 of the second year of study.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All candidates using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

g) All requirements for the Ph.D. program must be completed **within six years** of first enrolment as a Ph.D. candidate.

Special Students

Special Students must submit an application for admission for each academic year of study. Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

Full-time Study

An applicant accepted as a full-time Special Student must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. The applicant must have attained standing in the final year (or over senior level courses) equivalent to a University of Toronto **mid-B or better**.

Part-time Study

An applicant accepted as a part-time Special Student must hold a degree from a recognized university. If the degree was attained with standing lower than a University of Toronto **mid-B**, the applicant cannot apply for admission to a degree program at a later date.

Application Procedures

Applicants to Degree Programs

1. Application for Admission

The OISE/UT application is a self-administered application. Applicants are required to assemble all relevant documentation and submit it together with the completed application forms in the large, pre-addressed envelope enclosed with the application package.

- **Complete applications** will be processed upon receipt.
- **Incomplete applications** (including those with insufficient copies of documentation) will result in a delay in processing and may not be considered.

2. Applications and Further Information

For admission and application inquires, and to request an application package (including forms and full instructions), contact:

OISE/UT Registrar's Office
Graduate Studies Admissions Unit
252 Bloor Street West, 4th Floor, Room 4-485
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2663/2664
OR 1-800-785-3345
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

3. Deadlines

Applicants are encouraged to submit their application as soon as possible. **Complete applications (including all supporting documentation) must have been submitted no later than December 3, 2001**, for registration in the 2002/03 academic year.

While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses. As well, applications received after this date may not be considered for financial support.

If admission remains open, note the following secondary deadlines for receipt of a complete application:

March 1, 2002	for 2002 Summer Session First Term (May)
May 3, 2002	for 2002 Summer Session Second Term (July)
May 3, 2002	for 2002 Fall Session (September)
October 4, 2002	for 2003 Winter Session (January)

NOTE: The deadline for application for the 2003/04 academic year will be December 2, 2002.

4. Non-refundable Application Fee

If you have not previously been registered at the University of Toronto, School of Graduate Studies, you must submit with your application a Non-refundable Application Fee. A single Application Fee is required even if you are applying to more than one OISE/UT program of study. Your application will not be processed until the Application Fee has been paid. There are no refunds, waivers or deferrals of the Application Fee.

NOTE: The 2002/03 Application Fee is $90 Canadian ($65 U.S.). (Subject to change for 2003/04)

The Application Fee can be paid by certified cheque, money order or bank draft payable to the "University of Toronto" (write your full name and date of birth on the back of the cheque or money order). We also accept VISA or MasterCard. If you are paying by credit card, you must provide all of the information requested on Application Fee Form B.

NOTE: Do not send cash in the mail.

Canadian funds drawn on a Canadian bank or U.S. funds drawn on a U.S. bank are acceptable. To determine the equivalency of the $90 Canadian fee, contact a bank for the exchange rate. If you cannot obtain Canadian or U.S. funds, you must wire your fee directly to:

Canadian Imperial Bank of Commerce (CIBC)
International Division
Main Branch, Commerce Court
Toronto, Ontario, CANADA M5L 1G9

NOTE: A Non-refundable Service Fee may also be applicable.

If you are applying to the Child Study and Education 1-year or 2-year program you must submit with your application a Non-refundable Service Fee (even if you have previously been registered at the University of Toronto, School of Graduate Studies). This Service Fee is in addition to the Application Fee.

The 2002/03 Service Fee is $70 Canadian ($51 U.S.). and can be paid by the same methods as the Application Fee. The Application Fee and Service Fee may be combined in one payment of $160 Canadian ($116 U.S.). (These fees are subject to change for 2003/04)

5. Supporting Documentation

You are required to assemble all relevant documentation and submit it together with the completed application forms in the large, pre-addressed envelope enclosed with the application package.

Under exceptional circumstances, applicants may make arrangements for supporting documentation to be sent directly to our office. Sometimes an issuing institution will prefer to send official transcripts to another academic institution directly. Or sometimes a referee will prefer to send their "***Letter of Reference to Support Application for Admission to Graduate Studies in Education***" to our office directly. Documents received separately from an application will be matched with the application.

Documentation sent directly to the Registrar's Office must be sent to the attention of the Graduate Studies Admissions Unit. Ensure that "Graduate Studies Admissions Unit" is clearly stated on the envelope. If not, there will be a delay in processing or we may not receive the documents.

All documents submitted in support of your application become and remain the property of the University of Toronto.

a) Transcripts

Two official transcripts of your academic record from each and every university attended must be included in an application.

Official transcripts are transcripts received in the OISE/UT Registrar's Office in a sealed, signed/stamped envelope directly from the issuing institution. Make arrangements to have official transcripts sent to you and include them in the issuing institution's unopened envelope(s) as part of your application. Transcripts must be received in our office in a sealed envelope, signed/stamped by the issuing institution. Do not open the envelope. Transcripts received in an unsealed envelope are not considered official. Faxed copies of transcripts, or transcripts issued to the student, or informal grade reports, are not considered official.

Official English language translations must accompany all foreign documentation not written in English. An official translation is one received in the OISE/UT Registrar's Office in a sealed, signed/stamped envelope directly from an accredited Translation Service.

b) Letters of Reference

A minimum of **two** supporting letters of reference, one academic and one professional, must be included in your application.

Some programs require additional letters of reference (refer to the relevant departmental section(s) in this ***Bulletin*** for more information). Applicants may also submit supplemental letters of reference at their discretion.

The academic reference should be from a university instructor with whom you have studied. The professional reference should be from a referee who is familiar with your professional work and promise.

c) Résumé

Two copies of your up-to-date résumé or curriculum vitae must be included in your application.

The résumé should detail your employment history (including names of employers, job titles, position responsibilities, dates employed, whether full- or part-time), education history (both academic and professional), awards, business and professional achievements, community activities, as well as any special skills.

d) Statement of Intent

Two copies of a Statement of Intent (also known as a plan of study) must be included in your application. The Statement of Intent should detail your study and/or research interests, career goals and reasons for seeking admission. You may also wish to indicate OISE/UT faculty members with whom you are interested in working. The length of a Statement of Intent can vary, but generally it should be between one and three pages.

e) 'Other' Documentation

Some departments or programs require additional supporting documentation. With the exception of the Sample of Written work, **two** copies of all 'other' supporting documentation must be included in your application. Refer to the relevant departmental section(s) in the OISE/UT ***Bulletin*** for further information. For example:

- Applicants to the School and Clinical-Child Psychology program are requested to submit a letter of reference from an applied clinical setting.
- Applicants to some M.Ed. or Ed.D. programs are required to submit documents attesting to teacher education and certification.
- Applicants to the Department of Sociology and Equity Studies in Education are required to submit a sample of their written work in the area of the social sciences.
- Applicants to the Child Study and Education program and the Human Development and Curriculum program are required to submit a photocopy of a Canadian birth certificate or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth.
- Applicants to the Child Study and Education program and the Human Development and Curriculum program are required to submit satisfactory evidence of freedom from tuberculosis - a requirement of the Ontario College of Teachers. Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year. See page 18 for further information.

6. English Language Facility

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English.

Applicants must demonstrate their facility in the English language if their mother tongue or first language is not English and they graduated from a non-Canadian university where the language of instruction and examination was not English.

Evidence of English language facility must be demonstrated by providing satisfactory results of one of the following tests. Test scores must be forwarded directly from the testing service to the OISE/UT Registrar's Office, Graduate Studies Admissions Unit, to be considered official.

✦ Test of English as a Foreign Language (TOEFL)

Educational Testing Service, P.O. Box 6151
Princeton, New Jersey
08541-6151, U.S.A.
Telephone: 609-921-9000
Website: www.toefl.org

Presently, the TOEFL is offered in **two** formats: **paper-based,** on which a minimum total score of 580 is required, **OR computer-based**, on which a minimum total score of 237 is required.

The TOEFL must include a Test of Written English (TWE) or an Essay Rating Score with a minimum score of 5.0 required on both the paper- and the computer-based tests. The OISE/UT "Institution Code" is 0982.

✦ Michigan English Language Assessment Battery (MELAB)

English Language Institute (ELI)
3020 North University Building
University of Michigan
Ann Arbor, Michigan
48109-1057, U.S.A.
Telephone: 734-763-3452 or 734-764-2416
E-mail: melabelium@umich.edu
Website: www.1sa.umich.edu/eli/melab.htm
OR
The Toronto MELAB Test Centre
New College, Room 2045
20 Willcocks
University of Toronto
Toronto, Ontario M5S 2Z3
Telephone: 416-946-3942
Website: www.library.utoronto.ca/melab

The minimum MELAB score required is 85.

✦ International English Language Testing System (IELTS)

University of Cambridge Local
Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU
Website: www.ielts.org

Applicants may also contact their nearest British Council Office. The only North American IELTS test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained by contacting the IELTS Administrator at 519-748-3516.

The minimum IELTS score required is 7.0.

✦ The Certificate of Proficiency in English (COPE)

COPE Testing Limited
7B Pleasant Boulevard
P.O. Box 1164
Toronto, Ontario M4T 1K2
Telephone: 416-962-2673
E-mail: info@copetest.com
Website: www.copetest.com

The minimum COPE score required is 4 (with at least 1 in each component and 2 in the writing component).

✦ The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course

Telephone: 416-978-5104
E-mail: carolyn.bercu@utoronto.ca
Website: www.learn.utoronto.ca/esl

The University of Toronto, School of Continuing Studies' English Language Academic Preparation Course completed at the 600 Level with a grade of at least 'B' is required.

7. Graduate Assistantships

Many applicants for admission as full-time students may also be applying for an OISE/UT Graduate Assistantship (see page 174). The deadline for submission of the Graduate Assistantship application form is the same as the main application deadline in December prior to the academic year for which the assistantship application is being submitted. (The deadline for admission to the 2003/04 academic session will be December 2, 2002.)

NOTE: The University of Toronto is unable to provide adequate financial assistance to International Students (students who are neither Canadian Citizens nor Permanent Residents). If an International Student is not awarded a funding package at the time of admission, there are negligible opportunities for financial assistance thereafter as a continuing student. International Students should carefully and thoughtfully consider the serious financial implications of being an OISE/UT graduate student. It is very unfortunate when students cannot continue in their program due to financial hardship. (See page 173 for information on International Student Fees.)

8. Proceeding to Doctoral Degrees

All OISE/UT master's degree candidates wishing to proceed to doctoral degree programs in education must apply for admission and be considered in competition with all other doctoral applicants.

9. Deferrals

✦ Deferral of Admission

Normally, admission is valid only for the beginning date specified on the Offer of Admission in the section "Program to Begin." Applicants unable to attend the session for which they have been accepted must normally re-apply and must compete with all other applicants for admission to the later session.

In exceptional circumstances a department may recommend deferral of admission for a maximum of twelve months (i.e. to the next academic year) following the date of initial acceptance. Requests for deferral should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration in the program, and no later than the deadline to register for the session to which the applicant has been accepted. For example, if a student is admitted for 2002 Fall Session but is not able to begin the program until 2003 Fall Session, the student's request for deferral must be received no later than September 13, 2002. Requests for deferral received in the Registrar's Office too late for consideration will be denied and the applicant will be required to re-apply for admission.

Applicants whose requests for deferral of admission have been approved should be aware that any changes made to degree program requirements will be operative in the deferred program. As well, an official transcript will be required to document any new university-level study completed in the interim period.

✦ Delay to the Winter Session

Some programs permit students to begin their program in the Winter Session of the year of acceptance (i.e. January). Requests for a change of start date to the Winter Session should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration in the program, and no later than November 1 of the year of acceptance. Requests received in the Registrar's Office too late for consideration will be denied.

Special Student Applicants

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE/UT degree students, then other University of Toronto degree students, and finally to Special Students.

Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

***NOTE*:** Students accepted to a doctoral program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

Full-Time Study

Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and may enrol in a full-time program of study which does not lead to a degree. Applicants interested in taking courses as Special Students on a full-time basis should request a Special Student application package from the OISE/UT Registrar's Office, Graduate Studies Admissions Unit. See the section Minimum Admission, Program and Degree Requirements, pages 19 - 24.

Part-Time Study

Students wishing to take one or two graduate courses which are not for degree credit are admitted as part-time Special Students. Applicants interested in taking courses as Special Students on a part-time basis should request a Special Student application package from the OISE/UT Registrar's Office, Graduate Studies Admissions Unit.

Those accepted with standing lower than a University of Toronto **mid-B** cannot apply for admission to a degree program at a later date.

Graduate Programs by Department

On the following pages is information about graduate studies offered by OISE/UT's five departments - their programs, specializations, research foci, faculty and courses. Applicants and students may wish to consult the individual OISE/UT department regarding faculty who may be on sabbatical leave during the coming academic year.

Course Numbering Explained

Most courses are offered as half-courses, identified by an H following the course number. Full courses are identified by a Y after the course number. At the time of publication the actual session in which a course is to be offered is not known.

The three-letter course prefixes indicate the OISE/UT department with which they are identified (see below). Prior to the 1998 Summer Session, OISE/UT graduate courses were prefixed with EDT.

AEC:	Adult Education, Community Development and Counselling Psychology
CTL:	Curriculum, Teaching and Learning
HDP:	Human Development and Applied Psychology
SES:	Sociology and Equity Studies in Education
TPS:	Theory & Policy Studies in Education

Joint courses are indicated by a J as the first letter in the three-letter prefix.

Course Number Series. Students should refer to departmental listings for information on master's and doctoral course number series - e.g., in the Curriculum Program, CTL1000 series refers to master's level courses; CTL1800 to 1890 series refers to doctoral level courses, etc.

Individual Reading and Research Courses

Individual Reading and Research courses can be arranged between a student and a faculty member with expertise in a very specific area of the student's interest not covered in the regular course offerings. When an Individual Reading and Research course is undertaken for graduate credit it must be supervised and evaluated by a member of OISE/UT's graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Registrar's Office, Graduate Studies Registration Unit.

Students should carefully note the deadlines by which the forms must be in the Registrar's Office. (See Sessional Dates and Deadlines, pages 10 - 14.)

Special Topics Courses

Each department also offers a number of Special Topics courses in specific areas not already covered in the regular course offerings.

Adult Education, Community Development and Counselling Psychology (AECDCP)

The Department of Adult Education, Community Development and Counselling Psychology consists of two distinct programs:

- **Adult Education**
- **Counselling Psychology**

Each program offers the following degrees: M.Ed., M.A., Ed.D. and Ph.D. The M.A. and Ph.D. degrees in Counselling Psychology lead to eligibility for registration as a Psychological Associate or Psychologist, respectively, with the College of Psychologists of Ontario.

The Adult Education Program offers a Certificate in Adult Education for those whose academic preparation makes them ineligible for graduate accreditation programs. There is also a Certificate in Adult Training and Development for those with an interest in that area. The Department is also responsible for the adult education provisions in the Initial Teacher Education program.

Areas of specialization specific to the Adult Education and Counselling Psychology programs follow.

The Department welcomes applications to its graduate programs from qualified candidates from Ontario, Canada, and abroad.

General Information

For information about application procedures and forms, contact:

OISE/UT Registrar's Office
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663/2664
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:

Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Adult Education Program

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OR
Gladys Kachkowski, Academic Affairs Officer
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Counselling Psychology Program

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Chair of the Department

Lana Stermac, Ph.D. (Toronto)
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Associate Chair of the Department

Jack Quarter, Ph.D. (Toronto)
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Adult Education Program

✦ Faculty

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Edmund V. O'Sullivan, Ph.D. (Syracuse)
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✦Associated Instructors

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Professors Emeriti

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James A. Draper, Ph.D. (Wisconsin)
David Hunt, Ph.D., (Ohio State)
Keith McLeod, Ph.D. (Toronto)
Alan M. Thomas, Ph.D. (Columbia)
Allen M. Tough, Ph.D. (Chicago)

Counselling Psychology Program

✦Faculty

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✦Internship Supervisors

NOTE: Changes to several of the following can be expected in September 2002.

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Lynne Angus, Ph.D. (York)
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R. Michael Bagby, Ph.D. (York)
Senior Psychologist, Centre for Addiction and Mental Health, Clarke Division, Toronto

Gale Bildfell, Ph.D. (McMaster)
Psychologist, Coordinator of Intern Training, Toronto East General Hospital, Toronto

Scott Bishop, Ph.D. (Dalhousie)
Psychologist, Psychosocial Psychology Program, Princess Margaret Hospital, Toronto

Diana R. Brecher, Ed. D. (Toronto)
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Jacqueline Carter, Ph.D. (Oxford)
Psychologist, Eating Disorders Program, Toronto Hospital, Toronto

Carolina Cristi, Ph.D. (Ottawa)
Research Director, Interpersonal Therapy Clinic, Centre for Addiction and Mental Health, Clarke Division, Toronto

Marcus Feak, Ed.D. (Toronto)
Psychologist, Whitby Mental Health Centre, Whitby

Laurie Gillies, Ph.D. (York)
Psychologist, OISE/UT Counselling and Psychoeducational Clinic, Toronto

Gregory Hamovitch, Psy. D (Rutgers)
Coordinator, Psychological Services, Canadian Memorial Chiropractic College, Toronto

Mark Lau, Ph.D. (McGill)
Psychologist, Centre for Addiction and Mental Health, Clarke Division, Toronto

Sherri MacKay, Ph.D. (Toronto)
Psychologist, Centre for Addiction Mental Health, Clarke Division, Toronto

Charles Marino, Ph.D. (Edinburg)
Associate Professor, Atkinson Counselling Centre York University, Toronto

Sam Minsky, Ph.D. (Toronto)
Coordinator, Counselling and Learning Skills Service, University of Toronto

Debbie Nifakis, Ed. D. (Toronto)
Psychologist, McMaster University Counselling and Career Services, Hamilton

John Perrin, Ph.D. (Illinois School of Professional Psychology)
Psychologist, Mental Health Program, Lakeridge Health Oshawa

Neil A. Rector, Ph.D. (York, UK)
Psychologist/Assistant Professor, Centre for Addiction and Mental Health, Clarke Division, Toronto

Joseph Regan, Ph.D. (Toronto)
Psychologist, St. Michael's Hospital, Toronto

Jaan Reitav, Ph.D. (York)
Psychologist, Student Services, Canadian Memorial Chiropractic College, Toronto

Michael Schwartz, Ph.D. (Toronto)
Psychologist, Child and Adolescent Services, Mental Health Services, Scarborough Hospital, General Division, Scarborough

Dalia Slonim, Ph.D. (Chicago School)
Psychologist, St. Michael's Hospital, Toronto

Lynn Stewart, Ph. D. (York)
Psychologist, Correctional Service of Canada, Toronto

Christopher Webster, Ph.D. (Dalhousie)
Senior Research Consultant, Earlscourt Child and Family Centre, Toronto

Robin Wilson, Ph.D. (Toronto)
District Psychologist and Director of Relapse Prevention Program, Correctional Service of Canada, Toronto

Sandra Yuen, Ph.D. (Western Ontario)
Psychologist, Psychiatric Service, University of Toronto

Professors Emeriti

Sabir A. Alvi, Ph.D. (Indiana)
Otto Weininger, Ph.D. (Toronto)

Adult Education Program

For information about application procedures and forms, contact:
OISE/UT Registrar's Office
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663/2664
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Admission

Admissions procedures are described in the Application Procedures section, pages 25 - 28.

Each year, the admissions committee receives many more applications for its program than can be accommodated. Selection must be made from a large number of applicants who satisfy admission requirements as stated in the Minimum Admission, Program and Degree Requirements section, pages 19 - 24. Consequently, a number of qualified applicants are disappointed. In some cases the admissions committee may suggest re-application for a later year.

The program requires that the résumé submitted along with the application form provide clear and complete information about the applicant's past experience in adult or related aspects of education - at minimum one year. Applicants must also submit a letter of intent which states their scholarly interests and how these will relate to faculty interests and enhance their own contribution to the field and to future career goals. Doctoral applicants must also submit the names of two Adult Education faculty whose scholarly interests most closely match their own thesis-related interests.

Doctoral applicants who have not completed an M.A. thesis are required to submit a Qualifying Research Paper (QRP) by the application deadline in December.

Students may include in their program, courses offered by other OISE/UT and University of Toronto graduate departments. With the approval of the faculty advisor and the Registrar's Office (Graduate Studies Registration Unit) students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this program, but must commence their program with OISE/UT courses.

Degree Programs

Master of Education

A three- or four-year University of Toronto degree in a relevant discipline or professional program or its equivalent from a recognized university, with standing equivalent to a University of Toronto **mid-B or better** in the final year, is required for admission to the Master of Education program.

The M.Ed. is a non-thesis degree which can be taken on either a full- or part-time basis. The program normally consists of ten half-courses, usually at the 1000 level. At least half of the courses should be from the Adult Education program. Students are normally required to take course AEC1100, the Introduction to Adult Education as one of their first two courses. In addition to the course work, all students must complete a comprehensive requirement from one of the following options:

a) a theory/practice integrative paper
b) a scholarly literature review and critique
c) a field-based research paper

Greater detail on these options is available from the department's handbook and guidelines.

NOTE: Students should be aware that they must be registered during the session in which the comprehensive requirement is completed and pay the designated fee (see Continuity of Registration, page 17).

Master of Education students can also pursue a focus in "Work and Career" which is offered jointly by the Adult Education program and the Counselling Psychology program.

Further information is available from:
Dr. Kiran Mirchandani, Adult Education program
Telephone: 416-923-6641 ext. 2309
E-mail: kiran@oise.utoronto.ca

Master of Arts

Beginning with the 2001/02 admissions cycle, a three- or four-year University of Toronto degree in a relevant discipline or professional program, or its equivalent from a recognized university, with standing equivalent to a University of Toronto **mid-B or better** in the final year, is required for admission to the Master of Arts program.

The M.A. is a research-based degree which can be taken on a full- or part-time basis. Students normally would take eight half-courses, although additional courses may be required of some students. The courses usually would be at the 1000 level, and include at least four half-courses from the Adult Education program. Students are normally required to take course AEC1100, the Introduction to Adult Education as one of their first two courses. During their program, students in the M.A. are expected to have exposure to both qualitative and quantitative approaches to research. M.A. students complete a thesis which may lay the groundwork for doctoral research.

Doctor of Education

For admission information, see the Minimum Admission, Program and Degree Requirements section, pages 19 - 24.

The Ed.D. program is designed to provide opportunities for more advanced study for those who are already engaged in a career in a related field and who are preparing themselves for further leadership. Those who have not written a thesis as part of their master's program must submit a Qualifying Research Paper (QRP) with their application (see the QRP guidelines available from the Registrar's Office, Graduate Studies Admissions Unit).

The Ed.D. can be taken either on a full- or part-time basis, but there is a minimum of one year of full-time study. Incoming students normally would take eight half-courses, including a four half-course major from the Adult Education program. A minimum of four courses must be at the 3000 level, and it is recommended that the course AEC3102 (the doctoral thesis seminar) be taken at the beginning of the program. It is recommended that AEC3111 (Academic and Professional Seminar for Adult Educators) be taken soon after. All Ed.D. students are expected to take at least one specialized methods course, complete a comprehensive requirement and write a thesis.

Doctor of Philosophy

For admission information, see the Minimum Admission, Program and Degree Requirements section, pages 19 - 24.

The Ph.D. program is designed to provide opportunities for advanced study in the theoretical foundations of adult education and in the application of such knowledge to educational practice. The Ph.D. is a full-time degree. Incoming students would begin as a cohort and would take six half-courses, which would include at least a four half-course major from the Adult Education program. A minimum of four courses must be at the 3000 level, including course AEC3102 (the doctoral thesis seminar) which would normally be taken in the first semester of the program by the entire cohort. Ph.D. Students would also normally take AEC3111 (Academic and Professional Seminar for Adult Educators) and at least one specialized methods course. In addition, all Ph.D. students are expected to complete a comprehensive requirement and a thesis.

Initial Teacher Education Program

OISE/UT offers a Bachelor of Education degree with teaching supported by all departments. Faculty members in the Adult Education program participate in this degree program as well.

Centres

Centre for Arts-Informed Research

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Rooms 7-188 and 7-186
Telephone: 416-923-6641 ext. 2497 & 2403
E-mail: acole@oise.utoronto.ca
OR
E-mail: jgaryknowles@oise.utoronto.ca
Website: http://home.oise.utoronto.ca/~aresearch

The mission of the Centre for Arts-Informed Research is to articulate, explore and support alternative forms of qualitative research and representation which infuse elements, processes and forms of the arts into scholarly work.

The purpose of the centre is to contribute to the advancement of the genre of arts-informed research; to create a context for emerging and established researchers to explore methodological issues associated with arts-informed research; to work toward the development of a local, national, and international community of arts-informed researchers; to promote open dialogue and collaboration among researchers, professional artists, communities, and schools; and to provide opportunities and spaces for public access to alternative forms of research

Centre priorities include seminars, colloquia, exhibits, workshops, and conferences; publishing; a data base and resource library; funded research; art making support and facilities; coordination and support of research activities for faculty and students; international exchanges and exhibits; collaborations with art education institutions; connections with community organizations and the public and artist-in-residence programs.

Transformative Learning Centre

Head: Edmund O'Sullivan
Location: 252 Bloor Street West, Room 7-181
Telephone: 416-923-6641 Ext. 2592
E-mail: eosullivan@oise.utoronto.ca
Website: www.tlcentre.org

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. It looks at ways of combining inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. See page 169 for more information.

Focus Areas

The Adult Education Program provides a place to study and to contribute to theory, practice, and policy concerning formal and informal, individual and collective adult learning and teaching in small groups, schools, organizations, communities, social groups, and social movements within local, national and international contexts. Perspectives include: aboriginal and indigenous; anti-racist and anti-colonial; arts-informed and multi-modal community; environmental/ecological; feminist; holistic health and wellness; international comparative/global; political economy; labour; transformative.

The program faculty, by virtue of interests, are grouped into three broad areas, described below. This organization of the faculty is only intended as a guide for course selection. Students apply for entry to the program as a whole. Students are free to select courses throughout the Adult Education Program as well as courses in other departments or programs.

Community, International and Transformative Learning

Faculty
Bonnie Burstow, Laara Fitznor, J. Gary Knowles, Shahrzad Mojab, Roxana Ng, Edmund O'Sullivan, Daniel Schugurensky

Faculty in the Community and International Transformative Learning group share a concern for education, collective action, social justice and planetary survival. They understand learning and teaching to be a complex, multifaceted social, economic, political, cultural and spiritual endeavour. They bring varied perspectives including feminist, ecological, anti-colonial, anti-racist, marxist/socialist, indigenous, popular, and holistic education, liberation theology, community organizing, and community development (for example) to a rich dialogical learning experience informed by critical analyses and transformative visions.

Faculty with interests in transformative learning and education emphasize the local and the global/planetary aspects of all these educations and recognize the links between the varied issues on which they focus and between the various regions of the world. They support an environment where students of diverse backgrounds, experiences and perspectives and varying levels of expertise can challenge and support each other to broaden and deepen their approaches as they undertake research and contribute to knowledge in particular areas at either the master's or doctoral level on a part-time or full-time basis. (These faculty are also involved in the Interdepartmental Graduate Specialization called 'Transformative Learning', see page 160.)

Knowledge and learning/teaching outside the academy are honoured and emphasis is placed on building strong, mutually beneficial connections with diverse individuals, groups and communities in Canada and abroad engaged in creating and disseminating this knowledge.

Learning and Teaching

Faculty
Eileen Antone, Ardra Cole, Laara Fitznor, Peter Gamlin, J. Gary Knowles, Solveiga Miezitis

Faculty in the Learning and Teaching group emphasize a collaborative, relational, mutual orientation as part of the learning, teaching, and inquiry process. They are concerned with adult learning and teaching within and outside institutional contexts. They promote the learning and teaching of educators who work in diverse informal and formal educational settings and work with a wide range of informal, community, school, college, university, health-care, and other organizational settings. Principles of adult learning and teaching are central to the perspectives and pedagogies of the faculty. Alternative perspectives on researching and scholarship such as those informed by the arts and multi-modal forms of representation, are supported.

These faculty also support Aboriginal Education initiatives in the areas of research, teaching, program development, community outreach, initial teacher education and graduate studies. Faculty teaching these specific courses are cross-listed with the Department of Sociology and Equity Studies and the Department of Curriculum, Teaching and Learning.

Workplace Learning and Change

Faculty
Nancy Jackson, Marilyn Laiken, Kiran Mirchandani, Shahrzad Mojab, Jack Quarter

Faculty in the Workplace Learning and Change group support and are interested in: first, a transformative analysis of the workplace and, second, an examination of alternative approaches to workplace design. The first theme situates the workplace within a broader social framework, including the impact of various forms of hierarchies (for example, social class, gender, race and ethnicity) and related social policies upon the organization of work and the distribution of its resources.

Some central issues include: the meaning of work in the modern world; the impact of hierarchical social relations upon such criteria as worker satisfaction, health and safety, creativity and productivity; the effects of globalization upon the workplace; and the impact of work upon the natural environment.

The second theme involves the study of models that seek to reduce workplace inequities. These alternative models attempt to achieve greater equality of power and remuneration; greater inclusivity; broader participation in decision-making; more reflective, responsive, and respectful work environments; greater workplace and economic democracy; a better informed workforce; a higher quality of working life; and more sustainable forms of production.

This focus subsumes a broad interpretation of the workplace. It includes differing locations for work, such as the home and community, and non-formal as well as formal workplace arrangements.

Workplace Learning and Change faculty attract educators and other practitioners and researchers from the public, private and not-for-profit organizational sectors as well as from labour unions and cooperatives. They provide opportunities to study in such areas as: organizational consultation and development; equity leadership; industrial and labour relations; management and leadership development; organizational redesign; democratic decision-making; processes for organizational learning; organizational change management; workplace equity and inclusivity; workplace health and safety; employee ownership/co-cooperatives; labour studies; feminist analysis of work; the impact of technology; restructuring and the knowledge economy; social investment and social audit.

These faculty are also associated with:

- ✦ **Learning and Work**
  an Interdisciplinary Research Focus (see page 164)
- ✦ **Learning, Work and Change**
  a focus in the Department of Sociology and Equity Studies in Education (see page 118)
- ✦ **Centre for the Study of Education and Work**
  (see page 167)
- ✦ **The Intermediate/Senior Alternate Program 4 (Education and Work)** in the Initial/Preservice Teacher Education Program.

Interdepartmental Graduate Specialization

Transformative Learning

The Adult Education program supports involvement in this OISE/UT-wide interdepartmental specialization. (See page 160)

Graduate Interdisciplinary Research Focus

Aboriginal Education

The Adult Education program along with the departments of Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education collaborate in this interdepartmental focus and in the development of Aboriginal education studies. The Indigenous Education Network (IEN) is the OISE/UT-wide forum for students and faculty to share common interests. The IEN office and the Aboriginal student caucus offices are located in this department. (See page 178.)

Further information is available from:

Laara Fitznor
Telephone: 416-923-6641 ext. 2345
Fax: 416-926-4749
E-mail: lfitznor@oise.utoronto.ca

Collaborative Graduate Degree Programs

✦ Comparative, International and Development Education

Applicants interested in this Collaborative Program should communicate directly with Joseph P. Farrell, Head, Comparative, International, and Development Education Centre. (See pages 156 - 157.)

✦ Environmental Studies

OISE/UT offers in cooperation with the Institute for Environmental Studies at the University of Toronto a Collaborative Program in Environmental Studies. This program is carried within OISE/UT jointly through the Departments of Adult Education, Community Development, and Counselling Psychology; Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education. Interested applicants should apply through the Community, International and Transformative Learning specialization. For details on the program, please see page 157. Ed O'Sullivan is the contact person in the department.

✦ Graduate Collaborative Program in Women's Studies (GCWS)

The departments of Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education participate in the University's Graduate Collaborative Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at Innis College and the program advisor in the student's OISE/UT home department. Further information is available on pages 160 - 161 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar***

Certificate Programs

Certificate in Adult Education

This Certificate Program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education contexts.
Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses in this department.

Courses taken as a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto. Fees for the Certificate Program are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid (see Fees section, pages 172 - 173).

Further information is available from:

Amelia Nanni, Business Officer
Telephone: 416-923-6641 ext. 2379
E-mail: ananni@oise.utoronto.ca

Certificate in Adult Training and Development

This Certificate Program is designed for trainers, facilitators, leaders and managers who want to train or facilitate the learning of others. The program consists of five modules listed below, and a practicum.

- ✦ Understanding the Adult Learner
- ✦ Needs Assessment
- ✦ Instructional Design
- ✦ Presentation Design and Delivery
- ✦ Facilitation Skills

The Certificate in Adult Training and Development is awarded upon completion of all modules and a practicum dealing with all areas covered in the program. A Practicum Report must be submitted to the Program Director and the Practicum Supervisor for feedback and approval. Candidates have one year from the end of the program to complete their Practicum Report. Modules are offered by experienced trainers and consultants who are grounded in adult education theory and have worked in both the public and private sectors.

Tuition for the complete program for 2002/03 is approximately $3,210. Modules may be taken individually.

For further information and/or to register, contact:
Maria Fryman, Coordinator
E-mail: mfryman@oise.utoronto.ca
Telephone: 416-923-6641 ext. 2558
Fax: 416-926-4709
Website: www.oise.utoronto.ca/training/

Courses

The following list demonstrates the range of courses offered in the Adult Education Program. Not all of the courses listed are offered in any given year.

AEC1100H Outline of Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all master's students enrol in AEC1100H during the first term of their program.
D. Schugurensky, S. Mojab or staff

AEC1101H Program Planning in Adult Education

An introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

AEC1102H Community Development: Innovative Models

This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches.
J. Quarter

AEC1103H Introduction to Research Methods in Adult Education

A critical examination of the research process. Qualitative and quantitative research approaches will be explored as an introduction to the formal inquiry process. Typically, students will be exposed to a range of research perspectives through conversational interviews, readings, and small group and whole class discussions. Students will begin to conceptualize their own research project. Particular attention will be given to fostering understandings of the ethical, procedural, and political implications of research work as well as an understanding of what it means to be "the researcher" and "the researched."
J.G. Knowles or staff

AEC1104H Community Education and Organizing

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.
A.R. Miles

AEC1106H Small-Group Experience and Theory

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.
Staff

AEC1107H Developing and Leading High Performing Teams: Theory and Practice

This course examines the application of small group theory and leadership models to team development within organizational settings. It addresses such issues as power and difference among members, equity in leadership, peer performance assessment, multi-rater feedback and team process consultation. It provides an opportunity to examine, both theoretically and experientially, the development of a team as it forms, confronts interpersonal and group conflict, and evolves from dependence on the team leader to interdependence and shared leadership among team members. This course is particularly relevant to current workplace designs, where matrix models, cross-functional team arrangements and ad hoc project teams predominate new organizational forms. The course is held on seven alternate weeks for a full day each session, in order to permit both conceptual exploration and the application of theory to actual team development.
M.E. Laiken

AEC1108H Adult Learning

Through reading, interviews, and self-reflection, students in this course will gain insight into adult learning, including self-directed learning. What, why and how do adults learn and change? What are the implications for educators?
M.E. Laiken or staff

AEC1110H Basic Processes in Facilitating Adult Learning

A theoretical and experiential study of adult learning processes, and of the procedures educators can use in group settings to enhance the development of learning processes. Students will explore personal, institutional and societal variables involved in adult learning, examine the factors that promote or hinder them, experience and analyze different teaching approaches, and develop a personal approach to the teaching/learning process.
D. Schugurensky or staff

AEC1113H Gender and Hierarchy at Work

This course will focus on gender processes in work settings. We will identify patriarchal rules and expectations which run through contemporary workplaces (factories, offices, homes, hospitals, shopfloors, etc.) and propose ways in which normalizing discourses which reify gender hierarchies can be challenged. The course will focus on how "gender," "race" and "class" can be conceptualized as processes rather than demographic attributes possessed by individual workers. We will trace the connections between gendered jobs and gendered workers and explore how individuals learn to "do gender" in organizational settings.
K. Mirchandani

AEC1114H Comparative and International Perspectives in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
D. Schugurensky or S. Mojab

AEC1117H Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
Staff

AEC1119H Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.
Staff

AEC1122H Practicum in Adult Education and Community Development (Pass/Fail)

This course provides an opportunity for students to put theoretical ideas they have learned in other courses into practice. Students will identify a placement setting, and develop a project in consultation with the instructor. The practicum can be situated within any setting (examples include schools, private sector organizations, community groups, hospitals, etc.). Students will also participate in a weekly seminar which will provide opportunity for support, feedback and reflection.
K. Mirchandani, M.E. Laiken or J.G. Knowles

AEC1125H Contemporary Issues in Adult Literacy

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.
N. Jackson

AEC1130H A Participant-Directed Seminar: Learning in Organizations

This course is intended for students who have an interest in exploring the dynamics and development of an organization which supports individual, group and systemic learning and change. Through designing and operating an organization intended to meet the learning needs of its members, participants learn experientially as well as theoretically about the "disciplines" of developing an organizational vision; sustaining personal mastery; engaging in team learning; examining mental models; and encouraging systems thinking.
M. Laiken or staff

AEC1131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

AEC1135H Practicum in Organization Development (Pass/Fail)

This course provides an opportunity, within an organizational setting, to enhance professional skills and knowledge related to some aspect of Organization Development. Students and instructor identify learning objectives, select field sites, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department.
Prerequisite: Permission of instructor, obtained at least two months before the course begins.
M. Laiken, K. Mirchandani or staff

AEC1137H Evaluation of Adult Education Programs

This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how an evaluation should be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.
Staff

AEC1141H Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development

This course provides a theoretical framework for the adult educator's work within organizational settings. A variety of methods, including readings, audio-tapes, guest speakers and group discussion provide a broad overview of the evolution of Organization Development from early management theory to current practices in the field. The course offers an opportunity to evolve one's own perspective as a practising or aspiring organization consultant. The course provides a good introduction for those new to the field.
M. Laiken or staff

AEC1143H Introduction to Feminist Perspectives on Society and Education

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with feminist analysis and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives and are interested in how gender intersects with race, class, and sexuality.
A.R. Miles or staff

AEC1145H Participatory Research in the Community and the Workplace

This course examines the theory and practice of conducting participatory and collaborative research that bridges the academic, workplace, and community divide, with an emphasis on research from feminist, anti-racist, and anti-colonial perspectives. In addition to readings, students will undertake a research project as part of the course requirement.
R. Ng

AEC1146H Women, Globalization and Citizenship

This course will focus on the impact of globalization on women and citizenship. It will study current feminist approaches to the study of nationalism, multiculturalism, and identity. We will engage in a critical analysis of contemporary problems of gender and citizenship. Specifically, we will examine the link between globalization of socioeconomic relations and nation-states; the relationship between citizenship and nationality; and citizenship rights versus human rights. The course will offer a comparative and international perspective.
S. Mojab

AEC1148H An Introduction to Workplace, Organizational and Economic Democracy

This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.
J. Quarter

AEC1150H Critical Perspectives on Organization Theory, Development and Practice

Critical approaches to organizations focus on how workplace change and development is experienced by diverse groups of women and men who work within organizations. Through this course, students will have the opportunity to develop analyses of language, power and inequality in a variety of organizational settings (companies, factories, NGOs, community groups, government units, churches, schools, family businesses, etc.) We will explore the methods frequently used to "restructure" these organizations (such as downsizing, outsourcing, contingent just-in-time policies) as well as develop critiques of recent trends which emphasize "empowerment", "TQM", "organizational learning" and "reengineering".
K. Mirchandani

AEC1152H Individual Reading and Research in Adult Education: Master's Level

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.
Staff

AEC1156H Power and Difference in the Workplace

This course will offer a critical analysis of the place of power in sustaining inequalities in the workplace. It will look at the sources of power, its reproduction and persistence. The course will consider a variety of ways in which power is exercised in the workplace. Power will be examined as a multidimensional phenomenon including class, gender, sexuality, race and ethnicity. We will look at the ways in which the unequal distribution of power works to advantage or disadvantage certain groups of people. The course also will seek alternative approaches aimed at the establishment of an equitable workplace.
S. Mojab

AEC1160H Introduction to Transformative Learning Studies

This is the foundation course for Transformative Learning studies. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.
E.V. O'Sullivan

AEC1165H Poetry, Social Movements and Adult Learning

This course is designed to examine the role of poetry as a form of adult learning. It will consist of reading poetry that has come from the multi-centred world of transforming relationships and resistance, from new literate adults in Canada and elsewhere, from many forms of feminism, from the struggles of women and men of the African diaspora, from ecological movements, from solidarity movements and from democratic struggles in trade unions and elsewhere. The role of poetry in a variety of adult education settings from the informal to the formal will be explored. The course draws on theoretical links between adult education theory, social movement theory and poetics. It includes references to historic and contemporary uses of poetry and the spoken word in adult learning contexts.
Staff

AEC1170H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups.
D. Hunt

AEC1171H Aboriginal Education: Contemporary Policies and Programs

This course is designed to provide an interdisciplinary approach to the analysis of Aboriginal education in Canada. Emphasis is on understanding the influences of policies, programs, and institutions that affect the Aboriginal community in respect to Aboriginal education. One of the major data sources will be the report of the Royal Commission on Aboriginal Peoples. Aboriginal guest speakers will also comment on selected topics. Components of this course will include the Aboriginal world view; contemporary history/politics relevant to Aboriginal Peoples; and Aboriginal education and healing. Treaties were originally signed between First Nations and the Federal Government of Canada. These treaties for the most part have not been honoured. In this course we shall discuss the ways and means to redress this situation as we focus more specifically on issues relevant to Aboriginal education.
E. Antone or staff

AEC1172H Contextual Assessment for Enhancing Classroom Learning

Theory and practice of classroom-based assessment and intervention; practicum in classroom observation of teaching and learning styles; factors related to pupils' social-emotional functioning. Experimentation with alternative strategies to enhance motivation and learning.
Prerequisite: Permission of instructor.
S. Miezitis or staff

AEC1173H Creativity and Wellness: Learning to Thrive

Theoretical perspectives on the development of one's sense of self, factors contributing to resiliency and vulnerability, and different approaches to coping with life stresses will be examined. Creative strategies for confronting challenges related to work, health, or personal growth issues will be explored.
S. Miezitis

AEC1175H Teacher Learning in School Contexts

The focus of this course is on schools as contexts for teacher learning. Students will explore relevant literature in the area of teacher development, and engage in a practical inquiry designed to explore the role of the school in facilitating ongoing learning and professional growth.
A. Cole

AEC1177H Cross-Cultural Roots of Identity Development: Intercultural Relations and Creative Lifelong Learning in Plural Societies

In cooperative inquiry, the class will discuss identity development from a cross-cultural perspective. Intercultural relations in plural societies is one topic strand. Acculturation conflicts in first and second generation newcomers to Canada is another topic strand. Biculturalism as a third topic strand is examined in relation to creative lifelong learning.
P. Gamlin

AEC1178H Practitioner/Ecological Identity and Reflexive Inquiry

The course is intended to initiate explorations of both practitioner and ecological identity. It is directed to a wide range of practitioners (including those working in environmental education) who have high regard for the place that values grounded in ecological and environmental responsibility may have in their professional practices. The course is writing intensive. A reflexive inquiry (autobiographical) process is the primary inquiry tool. The course activities are directed toward explorations of relevant personal history-based experiences and their meanings focusing, especially, on the place of experiences in particular (natural) ecological and environmental contexts - and the forming of subsequent sensitivities - in developing orientations to practitioners' work. Articulation of contemporary and forward looking perspectives about ecological and environmental issues as they pertain to the local (as well as regional and global) context of professional practice is expected.
J.G. Knowles

AEC1180H Aboriginal World Views: Implications for Education

In this course students will study philosophical views shared in Aboriginal thought that honours diversity of identities, culture and language, and geographic locations. Recent literature which highlights more than ever before culturally appropriate and culturally based Aboriginal education grounded in Aboriginal philosophies and the goal of self-determination will be explored. Central to understanding Aboriginal world views is the importance of drawing on and working with traditional wisdom related to the oral traditions, elders knowledge, and cultural symbols that speak to the 'teachings' (philosophies). Likewise, students will learn that critical to this process is placing this understanding in the context of Aboriginal Peoples' experiences with colonialism and oppression, and struggles for self-determination yesterday and today. This course will promote an understanding and appreciation of Aboriginal perspectives and explore strategies for integrating this knowledge into the work of educators. Students will be able to apply perspectives to their own research.
L. Fitznor

AEC1181H Embodied Learning and Qi Gong

The objectives of this course are to (a) disrupt prevailing western scientific knowledge and education that privilege the intellect (frequently equated with the mind) over the body-spirit; and (b) explore notions of embodiment and what it may mean to cultivate embodied ways of knowing and learning. We achieve these objectives by (i) reading and looking at relevant materials that conceptualize body-mind-spirit as an interconnected whole, with an emphasis on Traditional Chinese Medicine; (ii) recording our reflections in a journal; and (iii) conducting Qi Gong (a form of ancient Chinese breathing and meditative exercises) as an experiential way of exploring embodied learning. In addition to gaining knowledge from course contents, students will acquire skills in group process.
R. Ng

AEC1400H Special Topics in Adult Education and Counselling Psychology

A course that will examine in depth a combined topic of particular relevance not already covered in regular course offerings in the department (by either the Adult Education Program or the Counselling Psychology Program). The topics will be announced each spring in the Winter Session and Summer Session timetables.
Counselling and/or Adult Education staff

AEC1405H Introduction to Qualitative Research (Part I)

This course articulates various theoretic groundings for qualitative research and helps students become conversant with a wide variety of qualitative methodologies (i.e., grounded theory, feminist interviewing, ethnography, participatory research, bibliographic analysis, and institutional ethnography.) Gathering of information through observation, participatory observation, dialogue, and collection of documents will all be considered. Emphasis is on both understanding and practice. Learners will design or co-design a concrete piece of research and take it through the ethical review process. They will also present on at least one methodology. In line with this, they will learn about ethical conundrums, about matching methodologies with objectives and values, about methods for choosing participants. There is special emphasis on becoming critically aware as researchers - on understanding and integrating issues of power and difference.
B. Burstow or staff

AEC1406H Introduction to Qualitative Research (Part II)

This course begins where Part I leaves off. Learners will deepen their knowledge of a wide variety of qualitative research methodologies. They will gain skills interviewing, judging research, exploring dilemmas, and becoming critically aware as researchers. Their primary activity will be carrying out and completing the research project designed and approved in Part I. Giving and getting help from other classmates is an integral part of the process.
Prerequisite: AEC1405H
B. Burstow

AEC3102H Doctoral Thesis Course in Adult Education (Pass/Fail)

This course is designed to help doctoral students develop their thesis proposal and particularly the research problem. It is suggested that the course be taken at or near the beginning of the program.
J. Quarter or staff

AEC3103H Teaching about Global and Social Issues

This is a course that deals with issues around globalization, sustainable ecological development, social issues at both a global and local level dealing with diversities and social power. The course will also deal with North-South tensions in knowledge production and legitimization. There is also a concern to look at our present history from a planetary perspective that embraces post-colonial development issues, and feminism in the global context. There will be an emphasis on exploring and identifying teaching strategies dealing with the thematic issues of the course. Part of the class project will involve specific teaching projects that are relevant to the participants. Suggested background: Courses AEC1146, AEC1160, AEC3104.
E.V. O'Sullivan

AEC3104H Political Economy of Adult Education in Global Perspectives

This course will examine adult education in global contexts with specific focus on "Third World" societies. It will offer a critical review of the relationship between adult education, modes of production, and state. In this course we will draw on Marxist, feminist, anti-racist, and ecological theoretical debates. Applying critical comparative analysis, the course will examine the role of adult education in liberation movements and democratization of state and society. We will study the role of adult education in building a dynamic civil society and challenges we are facing towards creating a democratic civil society.
S. Mojab or staff

AEC3111H Academic and Professional Seminar for Adult Educators (Non-Credit)

(no course credit, attend/not attend) The general goals for the seminar are to orient graduate students to the work of faculty members, to foster scholarly relationships between faculty members and doctoral students, to help each thesis writer bring her/his research work to a clear focus, to create "a culture of thesis completion", to fuse academic and professional work, to encourage subsequent involvement in the field, and to develop ongoing, personal profession and development practices.
Prerequisite: Admitted as Doctoral student to Adult Education program.
Staff

AEC3113H Adult Education and Public Policy

This course will offer a critical framework for analyzing the role of modern Western democratic states in initiating, implementing, and ensuring equality of access and participation to members of marginalized groups. It examines the potential and limitations of public policy in areas such as, but not limited to, education, health, social and legal services, housing, and anti-racism.
S. Mojab

AEC3117H Learning and the Law

Continuing education systems - that is, educational systems available throughout individual lifespans - are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyze current legislation in Canada. Some comparisons will be made with other countries.
Staff

AEC3119H Global Perspectives on Feminist Education, Community Development and Community Transformation

The course provides an opportunity for students to study globally aware women's educational practice in community development and community transformation. It examines the general principles of this practice, the major challenges faced by practitioners in Canada and abroad, the growing regional and international women's networks supporting this practice, and current debates among women locally and within these networks.
A.R. Miles or staff

AEC3125H Continuing Education of Professional Personnel: Principles, Modes, and Problems

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for professional personnel. The course will review attempts to assess the results of various programs in relation to vocational performance as well as the performance of individual and social roles.
Staff

AEC3126H Transformative Education and the Global Community: Creativity and Social Change

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states - that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a global world community. A strong emphasis on global-ecology issues will be pervasive.
E.V. O'Sullivan or staff

AEC3131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

AEC3132H Special Topics in Women in Development and Community Transformation

This half course will be taught once a year by the current holder of the Dame Nita Barrow Distinguished Visitor position at OISE/UT. Each visitor will call on her own particular area of interest and experience to develop a course dealing with current issues of women, development, and community transformation in a global context and from a Southern perspective.
A.R. Miles and staff

AEC3138H Social Theories and Adult Education

This seminar examines adult education policies, programs and practices in the light of theories of social and cultural reproduction, as well as theories of social change. It also provides students with an opportunity to critically analyze both existing theories and their own assumptions. One of the goals of the seminar is to assist students with developing their theoretical framework for their thesis. Thus, students will be asked to take an active role in relating social theories to their research proposal.
D. Schugurensky or staff

AEC3140H Post-Colonial Relations and Transformative Education

This course examines how gender, race, ability, sexuality and class relations and identities are being re-configured in contemporary societies to produce new forms of inequality and differences in this era of globalization, and how these relations are linked to ecological and economic issue. We begin by interrogating the ambiguity of the term, "post-coloniality," through the lens of the aboriginal peoples in Canada. Each year, we look at one or two aspects of globalization (e.g., migration, ecological and environmental issue). The potential and possibilities for transformative education are explored in light of the discussion undertaken.
R. Ng

AEC3152H Individual Reading and Research in Adult Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.
Staff

AEC3170H Perspectives on Qualitative Research: Part I

Students in this course will have opportunities to explore a variety of qualitative approaches to educational research, and to consider theoretical assumptions and methodological issues associated with each. The course is designed to facilitate the planning, preparation, and conduct of doctoral research.
A. Cole

AEC3171H Perspectives on Qualitative Research: Part II

This course is a continuation of AEC3170H. In Part II the various alternative approaches to educational research will be further examined with an applied focus. Emphasis will continue to be placed on issues associated with doing qualitative educational research and thesis writing.
Prerequisite: AEC3170H
A. Cole

AEC3172H Renewal in Adult Education

This course is based on the Spirit of Renewal framework. The values in the Spirit of Renewal - (1) Equity of expertise, (2) Synergy of sharing, (3) Positive orientation, (4) Continuity, (5) Contradiction, and (6) Human potential, will serve as the basis for participants to develop their own images and qualities of these beliefs. Once these images and qualities are shared, they will serve to develop action plans in whatever form of adult education the participants are concerned.
D. Hunt

AEC3173H Effecting Change: Creating Wellness

Theory and practice in visualizing and initiating change in educational, community and work settings with special emphasis on fostering resiliency and wellness. Preventive models of service delivery based on collaborative problem solving approaches; dynamics of consultant and consultee relationships. Analysis of practicum experiences in educational or other contexts of students' choice.
Prerequisite: AEC1173 or permission of instructor.
S. Miezitis

AEC3174H Dynamic Instruction: Maximizing the Potential for Learning in a Collaborative Learning/Teaching Environment: Part I

Students will collaborate in a socio-cultural investigation of learning and teaching wherein the analysis will work against the tendency toward disciplinary fragmentation and isolation. Human beings are viewed as coming into contact with, and creating their surroundings as well as themselves through the actions in which they engage. Significant learning and teaching is discussed from this perspective, primarily through the framework provided by L.S. Vygotsky. Specific applications of this approach are described, particularly in relation to maximizing the learner's potential to learn in a collaborative and holistic learning/teaching environment.
P. Gamlin

AEC3175H Dynamic Instruction: Maximizing the Potential for Learning in a Collaborative Learning/Teaching Environment: Part II

Students will collaborate on a project that will be the outgrowth of discussions in Part I (AEC3174H). Students will be introduced to, and apply the techniques of dynamic instruction that foster strategic/intentional learning. Dynamic instruction has as a primary emphasis a focus on cognitive modifiability. In this connection, the role of mediated action, leading activities, and the methods of reciprocal teaching are considered.
Prerequisite: AEC3174.
P. Gamlin

AEC3176H Sense of Place in Professional and Natural Contexts

The course is intended to extend students' previous explorations of both "practitioner and ecological identity" through extensive readings, discussions and writing opportunities. It is directed to a wide range of professionals/practitioners (including those working in environmental education). These persons see potential places in their work contexts and lives, and their professional practices, for the clarification and expression of personal values grounded in ecological and environmental experience, knowledge, and responsibility. The course provides a context in which to examine a variety of published works by scholarly and literary authors, journalists, artists and those in the professions. These works articulate notions of "sense of place", "rootedness" in landscape (intellectual, professional, built, and natural), ecological/environmental identity, geopiety, and a range of other connected concepts and will form the basis for extending course participants' understandings and expressions of their own ecological/environmental identities and perspectives as they pertain to professional practice within their workplaces. The course is intended as an extension and expansion of AEC1178.
NOTE: Permission of instructor is required.
J.G. Knowles

AEC3177H Arts-Informed Perspectives in Educational Research

This course is intended for those interested in exploring and practicing alternative forms of qualitative research and representation. Arts-informed educational research is an emerging genre in the human sciences developed in response to the perceived inadequacies of conventional research methods for inquiring into and representing the complexities of human experience. As the course title suggests, arts-informed research is influenced by, but not rooted in, the arts disciplines. The course will focus on both theoretical underpinnings and issues associated with arts-informed approaches and on the use of various representational forms (e.g., readers theatre, fiction and non-fiction literary prose, poetry, screenplay, visual and performing art) in educational research. Students will be expected to conduct an exploratory or mini research project using arts-informed methods.
A L. Cole and/or J.G. Knowles

Other courses accepted for credit

The following courses may be taken for credit in the Adult Education program. For descriptions, see the relevant department course listings.

AEC1266H	Career Counselling and Development: Transition from School to Work
AEC1275H	Special Topics in Counselling Psychology: Youth at Risk: Special Challenges for Counsellors and Educators
AEC3233H	Research Seminar in Career Development
CTL1308H	Education and Cosmology
CTL1316Y	Global Education: Theory and Practice I
CTL1317Y	Global Education: Theory and Practice II
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
SES1921Y	Principles of Anti-Racism Education

SES1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications
SES1953H	Teaching Conflict and Conflict Resolution: Politics and Practice
SES2941H	Social Inequities and Education
SES2942H	Education and Work
SES2970H	Countering Myths About Aboriginal People through Multiple Medias
SES2999H	Special Topics in SESE: Selected Issues, Themes and Models in Aboriginal and Indigenous Education
SES3951H	Political Economy, Cultural Forms and the Learning Society

# Counselling Psychology Program

The Counselling Psychology Program prepares students to work in a variety of counselling settings. The theoretical foundations of the program emphasize: (a) a critical analysis especially with regard to gender, class, and ethnocultural background, and (b) an understanding and valuing of diversity in all its manifestations.

The Counselling Psychology Program offers three areas of specialization:

- ✦ Counselling Psychology for Psychology Specialists (M.A., Ph.D.)
- ✦ Counselling Psychology for Community and Educational Settings (M.Ed., Ed.D.)
- ✦ Guidance and Counselling (M.Ed.)

Applicants should consider each in relation to eligibility criteria and their own areas of interest. General information and admission requirements for each specialization are provided on the following pages.

Details on the specific program and degree requirements for each specialization are contained in a brochure called *Guidelines for the Counselling Psychology Program* published each January and provided to newly admitted students at the time the Offer of Admission is made.

The Counselling Psychology program normally begins in either the Summer or the Fall Session.

General Information

For information about application procedures and forms, contact:

OISE/UT Registrar's Office
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663/2664
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:

Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Margaret Schneider, Counselling Program Coordinator
Telephone: 416-923-6641 ext. 2550
E-mail: mschneider@oise.utoronto.ca
OR
Gladys Kachkowski, Academic Affairs Officer
Telephone: 416-923-6641 ext. 2552
E-mail: gkachkowski@oise.utoronto.ca

Admission Requirements

In addition to the minimum degree requirements described earlier in this publication, some programs in this department will have specific requirements relative to the nature and length of the program. These will be found with the description of the programs which follows. Applicants should always consult the Minimum Admission, Program and Degree Requirements section, pages 19 - 24, as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Counselling Psychology.

Although the minimum requirement for admission to a master's program is the equivalent of a University of Toronto bachelor's degree with standing equivalent to a University of Toronto mid-B, students normally need a higher academic standing to compete effectively with the large number of well qualified applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted. Program admission committees reserve the right to determine which applicants will be admitted to their program.

Normally, students apply to only one specialization within the Counselling Psychology program and this should be indicated in their letter of intent. An applicant's file must be complete before it can be reviewed by the department.

Counselling and Psychoeducational Clinic

Co-Director: Judith A. Silver

The Clinic is a teaching facility supporting the OISE/UT graduate training program. The Clinic provides opportunities for students to work under the supervision of registered psychologists with adults and children in psychotherapy and counselling, psychological and educational assessment, remedial instruction, and innovative programming. Furthermore, the Clinic provides a setting and a framework for research as well as an up-to-date psychoeducational test library.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note that the professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. Only the following programs are designed to meet the academic requirements for registration by the College:

- ✦ M.A. Counselling Psychology for Psychology Specialists
- ✦ Ph.D. Counselling Psychology for Psychology Specialists

A requirement for admission to the M.A. program is a University of Toronto four-year bachelor's degree in psychology or its equivalent. A requirement for admission to the Ph.D. program is an M.A. in Counselling or Clinical Psychology after a University of Toronto four-year bachelor's degree in psychology or its equivalent.

For further information on registration as a Psychologist or Psychological Associate, contact:

The Registrar
College of Psychologists of Ontario
Suite 201, 1246 Yonge Street
Toronto, Ontario M4T 1W5
Telephone: 416-961-8817
E-mail: cpo@cpo.on.ca

The Department of Adult Education, Community Development and Counselling Psychology wishes to draw your attention to a policy statement by the College regarding independent practice by any psychology student for a fee:

> "By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the College of Psychologists of Ontario, a serious question of good professional judgement may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

Specializations

✦ Counselling Psychology for Psychology Specialists

Master of Arts

The M.A. program is designed for applicants interested in working in careers in a variety of psychological and educational settings as researchers or practitioners and meets the academic requirements for registration with the College of Psychologists of Ontario as a psychological associate. It also meets the needs of students who plan to apply to the Ph.D. in Counselling Psychology for Psychology Specialists program. It is also designed to meet the academic requirements for registration as a psychologist with the College of Psychologists of Ontario. (See the Ph.D. program on the following pages.)

NOTE: Admission to the M.A. program does not guarantee admission to the Ph.D. program.

Admission Requirements

Admission is limited to applicants who have a University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better.** It is strongly advised that students complete an undergraduate thesis in psychology as well as a history of psychology course prior to application to this specialization.

Program Requirements

The M.A. program in Counselling Psychology for Psychology Specialists consists of eight half-courses, 500 hours of practicum and a master's thesis. The thesis is supervised by a faculty member. Students will plan their program according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Every program will include courses in counselling theory, practice, assessment, ethics, personality and cognitive assessment skills, and research methodology, as well as a practicum placement. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling).

Full-time on-campus study is required from September to April, which represents the Fall and Winter Sessions; however, students may begin their program in the preceding Summer Session. Normally, three half-courses are taken in each of the Fall and Winter Sessions and a maximum of two in the Summer Session. It is expected that all program requirements will be completed within two years.

Doctor of Philosophy

The principal emphasis in this program is on the development of research and theoretical knowledge in counselling psychology, assessment skills, and knowledge and training in professional issues. Students are expected to carry out advanced research as well as to develop professional knowledge and skills in counselling psychology. Graduates of the program will be prepared to assume a variety of positions in psychological practice and research in schools and universities, in community settings, in agencies offering psychological services, and in university or college counselling centres.

Admission Requirements

The Ph.D. program in Counselling Psychology requires the following:

a) A University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better**. It is strongly advised that students complete an undergraduate thesis in psychology as well as a history of psychology course prior to application to this specialization.

b) Normally, a University of Toronto M.A. degree with specialization in Counselling Psychology for Psychology Specialists, or its equivalent, with standing equivalent to a University of Toronto **A- or better**.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper which is required at the time of admission.

Program Requirements

Students will plan individual programs according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Progress in the program will be reviewed annually.

Five areas of essential course content for a professional training program in counselling psychology are:

- counselling and psychotherapy
- psychological measurement and statistics
- advanced research methods
- history and systems
- ethics and professional issues

Normally, eight half-courses will be required. The program must be taken on a full-time basis. Please note that the Counselling Program is currently adjusting course requirements to conform to the guidelines and principles for the American Psychological Association accreditation of programs in professional psychology.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 2,000 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation supervised by a full-time member of the Counselling Psychology faculty. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Comprehensive Examination

In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of the second year of full-time study. A reading list defining the required areas of knowledge is available.

The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in each of four areas of general psychology:

- the biological bases of behaviour
- the social bases of behaviour
- the cognitive/affective bases of behaviour
- individual differences.

The section on professional psychology is a comprehensive examination in the five areas of professional training:

- counselling and psychotherapy
- assessment
- statistics and research design
- psychometrics
- ethics and professional issues.

✦ Counselling Psychology for Community and Educational Settings

Master of Education

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health and family life centres.

Admission Requirements

a) a three-year University of Toronto bachelor's degree in any area (including Psychology) or its equivalent, or a four-year University of Toronto bachelor's degree (from areas other than psychology) or its equivalent, completed with standing equivalent to a University of Toronto **B+ or better**.
b) at least one year of relevant experience.

Program Requirements

The M.Ed. Program in Counselling Psychology for Community and Educational Settings requires ten half-courses plus a comprehensive examination. Individual programs will be planned according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. The five half-courses required in Counselling Psychology will include one in counselling, group theory, ethics, and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling).

Master of Education students can also pursue a focus in "Work and Career" which is offered jointly by the Counselling Psychology program and the Adult Education program.

Further information is available from:
Charles P. Chen, Counselling Psychology program
Telephone: 416-923-6641 ext. 2485
E-mail: cpchen@oise.utoronto.ca

NOTE: Applicants with any four-year bachelor's degree in psychology or with any four-year bachelor's degree which contains the psychology requirement equivalent - i.e. six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level - cannot apply for this program. They can apply only to the M.A. program in Counselling Psychology for Psychology Specialists.

Doctor of Education

Counsellor training in this program emphasizes the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services in addition to the advanced study of counselling theory and practice. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related, inservice training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of counselling services in an educational and community setting. Consult the department's guidelines about specific course offerings.

Admission Requirements

In addition to the minimum requirements for admission to Doctor of Education programs found in the Minimum Admission, Program and Degree Requirements section, pages 19 - 24, the program in Counselling Psychology requires the following:

a) a University of Toronto three-year bachelor's degree in any area (including Psychology) or its equivalent, or four-year bachelor's degree (from areas other than Psychology) or its equivalent.
b) the applicant must normally hold an M.Ed. degree with specialization in Counselling Psychology for Community and Educational Settings or in Guidance and Counselling from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto **B+ or better**.
c) the applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.
d) applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper.

Program Requirements

Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, six of which must be in Counselling Psychology. Each student must complete a minimum of one year of full-time, on-campus study and, in addition, serve a period of internship in an appropriate setting.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 500 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

✦ Guidance and Counselling

Master of Education

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. Students completing this M.Ed. degree may have their degree credited toward Parts I and II of the Ontario College of Teachers' Specialist Certificate in Guidance. Further information is available from:

Ontario College of Teachers
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
Telephone: 1-888-534-2222
Fax: 416-961-8822
E-mail: info@oct.on.ca
Website: www.oct.on.ca

Applicants interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling Psychology for Community Settings.

Admission Requirements

a) a three- or four-year University of Toronto bachelor's degree or its equivalent, from any area, with standing equivalent to a University of Toronto **mid-B or better**;
b) teacher certification;

Program Requirements

Candidates may pursue this program on a full- or part-time basis. The M.Ed. requirements for this degree are ten half-courses plus a comprehensive examination.

The program, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the four half-courses required in Counselling Psychology every program must include counselling and group theory and a practicum experience. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling). Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

NOTE: Students interested in graduate training beyond an M.Ed. degree should apply to the Ed.D. in Community and Educational Settings. (See page 48 - 49.)

Courses

The following list demonstrates the range of courses offered in the Counselling Psychology Program. Not all of the courses listed are offered in any given year.

AEC1202H Theories and Techniques of Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change.
NOTE: Full-time Guidance and Counselling students may take AEC1202H concurrently with AEC1203Y. Counselling students will have priority for enrolment in this course.
Staff

AEC1203Y Practicum in Counselling

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.
Prerequisite: AEC1202H, for Counselling students only.
NOTE: Part-time students must be available one full week-day per week to fulfill the practicum requirement. All counselling practica must be done through OISE/UT. Practica done at other universities may not be considered as substitutes.
NOTE: Full-time Counselling students may take AEC1203Y concurrently with AEC1202H.
M.A. Guttman, L. Stermac, J.E. Watson, J. Silver and staff

AEC1205H Individual Intellectual Assessment

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.
Prerequisite: Permission of instructor.
Staff

AEC1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity

This course will review the research findings and clinical case literature in selected areas of lesbian, gay, bisexual, and transgender psychology with reference to their implications for professional practice in counselling psychology. Particular emphasis

will be given to the clinical and research implications of sexual orientation identity acquisition, bias crime victimization, same sex domestic violence, HIV/AIDS, gender dysphoria, and alcohol and substance use. Students will come to a greater appreciation and understanding of the special counselling needs of clients from differing sexual orientations and gender identities through a combination of lectures, seminar presentations, discussions, bibliographic and Internet research, and original student research projects.
J.R. Gillis

AEC1208H The Counselling Relationship

This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, countertransference, client and counsellor differences, contextual effects on the counselling relationship, responses to "difficult" clients, and ethical issues.
N. Piran

AEC1212H Psychological Aspects of Counselling and Teaching New Canadians

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.
***Prerequisite*:** Permission of instructor.
Staff

AEC1214H Research Seminar in Multicultural Studies

The course is designed to enable students to do extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to review the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do fieldwork to collect data ranging from interviewing and visiting ethnic neighbourhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.
Prerequisite: Permission of instructor.
R. Moodley

AEC1219H Ethical Issues in Professional Practice in Psychology

This course is an introduction to ethical issues in the professional practice of psychology. We will cover issues encountered in counselling, assessment, and research and will have opportunities to discuss ethical issues in teaching and organizational and community psychology. The goals of the course are: a) to familiarize students with the variety of issues they might encounter in their own work, b) to provide students with the skills and resources for ethical decision-making, c) to familiarize students with the codes, standards, and legislation which bear on ethical and legal issues.
NOTE: Open to Counselling Psychology students only.
M.S. Schneider

AEC1228H Individual and Group Psychotherapy: Family and Marital Counselling

This course will examine one of several contemporary models of psychotherapy for family and marital counselling.
Staff

AEC1229H Individual and Group Psychotherapy for Counselling

Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.
***Prerequisite*:** Permission of instructor
Staff

AEC1243H Seminar in Community Psychology and Community Development

The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
Staff

AEC1245H Brief Counselling Strategies

This course is intended to introduce students to recent developments in the theory and practice of brief counselling strategies with a particular emphasis on the Solution focussed model. The practice component of the course will involve learning how to apply brief counselling strategies and techniques to client problems in order to facilitate resolution in as brief a time as possible.
Staff

AEC1247H Practicum in Adult Counselling (Pass/Fail)

This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.
***NOTE*:** Only available to students who enrolled prior to July 1997.
Staff

AEC1250H Fundamental Concepts of Psychosynthesis: Part I

This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course features experiential as well as didactic techniques.
***Prerequisite*:** Permission of the instructor
Staff

AEC1252H Individual Reading and Research in Counselling Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

AEC1253H Feminist Issues in Counselling Psychology and Psychotherapy

This course examines the principles and practices of feminist therapy, theories of female development and the psychology of women. Special emphasis is placed on relational theories. Specialized techniques and their application to specific and diverse groups of women will be reviewed.
K. Jasper or staff

AEC1254H Contemporary Issues in Human Sexuality and Sex Education

This course will survey significant social issues in human sexuality, using a variety of theoretical perspectives, with attention to race, class and gender diversity. Ways of addressing the sexual information needs of people of all ages will be addressed.
M.S. Schneider

AEC1257H Females' Psychological Development

Both traditional and modern theories of aspects of human psychological development pertaining to females are critically examined. Special emphasis is placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
Staff

AEC1261H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work.
NOTE: For students in Counselling programs only.
Staff

AEC1262H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in schools, community colleges, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.
Staff

AEC1263H Seminar in Research Methods for M.A. Students

Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE/UT.
NOTE: Limited to Counselling Psychology for Psychology Specialists students.
Staff

AEC1266H Career Counselling and Development: Transition from School to Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
C.P. Chen

AEC1267Y Advanced Practicum in Counselling

A continuation of AEC203Y, designed primarily for M.Ed. students.
Prerequisite: AEC1202H, AEC1203Y and permission of instructor.
Staff

AEC1268H Career Counselling and Development: Transitions in Adulthood

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.
C.P. Chen

AEC1269H Use of Guided Imagery in Counselling and Psychotherapy

This is a course for students in the Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using guided imagery as a therapeutic tool.
N. Josefowitz

AEC1275H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of counselling psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

AEC1278H Cognitive Therapy

This course covers current theory and principles of cognitive therapy in the treatment of anxiety and depression. Special applications such as grief counselling, bereavement and post-traumatic stress disorders will be examined.
M. Rothstein

AEC1289H Community Mental Health

This course will survey current topics in community mental health and in the delivery of mental health services. Particular focus will be on services for diverse populations.
M.S. Schneider

AEC1400H Special Topics in Adult Education and Counselling Psychology

A course that will examine in depth a combined topic of particular relevance not already covered in regular course offerings in the department (by either the Adult Education Program or the Counselling Psychology Program). The topics will be announced each spring in the Winter Session and Summer Session timetables.
Counselling and/or Adult Education staff

AEC1405H Introduction to Qualitative Research (Part I)

This course articulates various theoretic groundings for qualitative research and helps students become conversant with a wide variety of qualitative methodologies (i.e., grounded theory, feminist interviewing, ethnography, participatory research, bibliographic analysis, and institutional ethnography.) Gathering of information through observation, participatory observation, dialogue, and collection of documents will all be considered. Emphasis is on both understanding and practice. Learners will design or co-design a concrete piece of research and take it through the ethical review process. They will also present on at

least one methodology. In line with this, they will learn about ethical conundrums, about matching methodologies with objectives and values, about methods for choosing participants. There is special emphasis on becoming critically aware as researchers - on understanding and integrating issues of power and difference.
B. Burstow or staff

AEC1406H Introduction to Qualitative Research (Part II)

This course begins where Part I leaves off. Learners will deepen their knowledge of a wide variety of qualitative research methodologies. They will gain skills interviewing, judging research, exploring dilemmas, and becoming critically aware as researchers. Their primary activity will be carrying out and completing the research project designed and approved in Part I. Giving and getting help from other classmates is an integral part of the process.
***Prerequisite*:** AEC1405H
B. Burstow

AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

The course is intended for students who plan to conduct research in the fields of counselling or health promotion. Published research in these two domains will be reviewed, including treatment outcome and program evaluation, gender and diversity issues in counselling and health promotion. Students will be encouraged to consider their life experiences, values and worldviews in constructing their research plan.
N. Piran

AEC3215H Seminar in Counselling Psychology: Part I

Specific issues of counselling and psychotherapy are examined within an integrative framework. An in-depth examination of a counselling model will be included.
***NOTE*:** Open to doctoral students in Counselling Psychology only.
J. Watson

AEC3216H Seminar in Counselling Psychology: Part II

This course will focus on the application of the counselling model introduced in 3215H. Students will be required to see clients and develop mastery in the use of theory and techniques. They will gain experience in case formulation, the application of marker-guided interventions and the development and maintenance of the therapeutic alliance.
***Prerequisite*:** AEC3215H
Staff

AEC3217Y Practicum in Counselling Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.
***NOTE*:** Open to Counselling Psychology students only.
N. Piran

AEC3218H Research Seminar in Counselling

A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyze and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.
***NOTE*:** Open to Counselling Psychology students only.
L. Stermac

AEC3224H Individual Personality and Cognitive Assessment

This course serves as an introduction and orientation to issues in psychological assessment. The principles of appropriate and ethical testing are reviewed with emphasis on psychometric theory, test standards, multicultural competence, and communication of findings. Supervised practical experience is provided in the administration and interpretation of representative tests of intellectual achievement, personality, neuropsychological, and occupational functioning to adults.
NOTE: Limited to Counselling Psychology for Psychology Specialists students.
J.R. Gillis or staff

AEC3225H Assessment and Diagnosis of Personality and Psychopathology

This course serves as a continuation of 3224H, with a focus on the critical analysis and in-depth understanding of selected theories of personality and diagnostic systems. Within this context, the results of personality inventories, standardized diagnostic interviews, behavioural measures, and neuropsychological tests will be used to prepare case formulations and treatment plans for adults.
Prerequisite: AEC3224H and 3258H (Stermac's)
NOTE: For Counselling Psychology for Psychology Specialists Doctoral students.
J.R. Gillis or staff

AEC3233H Research Seminar in Career Development

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
M.A. Guttman or staff

AEC3234Y Research Seminar in Multicultural Studies

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyze, and redesign representative studies in the multicultural literature. It is expected that for many students the review and research design will lead to the development of thesis proposals.
R. Moodley

AEC3243H Fundamentals of Psychoanalysis: Part I

This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
Staff

AEC3253H Individual Reading and Research in Counselling Psychology: Doctoral Level

Description as for AEC1252.
Staff

AEC3258H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of Counselling Psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables
Staff

AEC3260H Psychopathology and Diagnosis

This course is designed to provide an in-depth understanding and working knowledge of the defining characteristics of major clinical/psychological disorders as well as current diagnostic systems and practices. Students will develop skills in synthesizing clinical material and formulating/making differential diagnoses based on the Diagnostic and Statistical Manual of Mental disorders (DSM-IV-TR). The course will also provide some opportunity to critically examine current theories and etiological perspectives on psychopathology with attention to gender and cultural issues. The course material will include video recordings for illustration of diagnostic issues and clinical syndromes as well as for practice purposes.
NOTE: For Ph.D. students in Counselling Psychology only.
L. Stermac

AEC3266H Seminar: Applications of Psychological Analysis and Research Methods

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analyzed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals.
Staff

Other courses accepted for credit

The following courses may be accepted for credit in the Counselling Psychology program. For descriptions, see the relevant department's course listing.

AEC1173H	Creativity and Wellness: Learning to Thrive
AEC3173H	Effecting Change: Creating Wellness
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
HDP3204H	Contemporary History and Systems in Human Development and Applied Psychology. ***NOTE:*** This course is available only to Ph.D. students in the Counselling Psychology for Psychology Specialists specialization (Available alternate years.)

Curriculum, Teaching and Learning (CTL)

The Department of Curriculum, Teaching and Learning is the largest of five departments within OISE/UT. With a diverse community of approximately 100 tenured and tenure-stream faculty, the department offers a wide range of graduate courses and programs relating to academic scholarship and professional practice.

The following graduate programs are offered by the CTL Department:

- Curriculum (M.Ed., M.A., Ed.D., Ph.D.)
- Master of Arts in Teaching (M.A.(T.))
- Master of Teaching in Human Development and Curriculum (M.T.)
- Measurement and Evaluation (M.Ed., M.A., Ed.D., Ph.D.)
- Second Language Education (M.Ed., M.A., Ed.D., Ph.D.)
- Teacher Development (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Comparative, International and Development Education (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Environmental Studies (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Women's Studies (M.Ed., M.A., Ed.D., Ph.D.)

There are numerous opportunities for research and field development in the Department of Curriculum, Teaching and Learning. Several internal research centres are associated with the department, including:

- Centre for the Advancement of Measurement, Evaluation, Research and Assessment
- Centre for Franco-Ontarian Studies
- Centre for Teacher Development.
- Comparative, International and Development Education Centre
- Imperial Oil Centre for Studies in Science, Mathematics and Technology Education
- International Centre for Global Education
- Modern Language Centre

Many CTL faculty are oriented toward field-based practice, and numerous courses are offered off-site or through distance learning modes.

General Information

For information about application procedures and forms, contact:

The OISE/UT Registrar's Office,
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663/2664
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

For information about registration for the following programs:

Curriculum
Master of Arts in Teaching
Master of Teaching in Human Development and Curriculum
Measurement and Evaluation
contact:
Lily Stone, Liaison Officer, Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2608
Fax: 416-323-9964
E-mail: lstone@oise.utoronto.ca

For information about registration for the following programs:

Second Language Education
Teacher Development
contact:
Linda Pereira, Liaison Officer, Registrar's Office,
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2583
Fax: 416-323-9964
E-mail: lpereira@oise.utoronto.ca

Academic Information

For academic information regarding all of the programs listed above, contact:

Harriet Hori, Graduate Liaison
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 2603
Fax: 416-926-4744
E-mail: hhori@oise.utoronto.ca

Off-Campus Information

For academic information regarding off-campus courses, contact:

Theresa Oliveira, Academic Programs Officer
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 2747
Fax: 416-926-4744
E-mail: toliveira@oise.utoronto.ca

Chair of the Department

Merlin W. Wahlstrom, Ph.D. (Alberta)
Professor
(applications of technology; student and program evaluation; adaptive instruction)

Associate Chairs of the Department

Dennis Thiessen, Ph.D. (Sussex)
Professor and Associate Chair, Graduate Studies
(curriculum and school change, student and teacher perspectives, teacher education)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor and Associate Chair, Professional Programs and Off-Campus Studies; cross-appointed to Theory & Policy Studies in Education
(curriculum and teachers' lives; curriculum development for gifted learners; historical evolution of curriculum in the secondary schools of Ontario; gender issues and education)

Faculty

Francis Ahia, Ph.D. (Toronto)
Assistant Professor; cross-appointed from the Transitional Year Program

Johan L. Aitken, Ph.D. (Toronto)
Professor Emeritus
(teacher education and development; feminist studies; literary theory, language, and literature across the curriculum, including children's literature and English and textual studies at all levels)

Guy Allen, Ph.D. (Toronto)
Senior Tutor; Director , Professional Writing Program, University of Toronto at Mississauga
(Language and pedagogy; narrative; psychoanalytic theory; teaching writing and literacy; science/technology and writing; writing and mental health; innovative curriculum)

Andy Anderson, Ph.D. (Michigan State)
Associate Professor
(physical and health education; learning strategies)

Mary Beattie, Ed.D. (Toronto)
Associate Professor
(teachers' professional knowledge; professional development; narrative and arts-based inquiry)

Clive M. Beck, Ph.D. (New England)
Professor
(teacher education; practitioner inquiry; theory of schooling; teacher development; school renewal)

Nathalie Bélanger, Ph.D. (Sorbonne)
Assistant Professor; Coordinator, Franco-Ontarian Studies in Education; cross-appointed from Sociology and Equity Studies in Education
(inclusive education; sociology of special education; social process of inclusion and exclusion in French and English speaking schools and societies)

John Lawrence Bencze, Ph.D. (Toronto)
Assistant Professor
(students' and teachers' expertise in Science and Technology and related pedagogies)

Barrie Bennett, Ph.D. (Oregon)
Associate Professor
(integration of multiple models of teaching to instruction; behavioural management; organizational change)

Marie-Josée Berger, Ph.D. (Ottawa)
Associate Professor; Head, OISE/UT Ottawa Valley Centre, Ottawa
(measurement and evaluation; reading and mathematics teaching; curriculum development, implementation and evaluation; minority education; gender and ethnic identity)

Kathy Bickmore, Ph.D. (Stanford)
Associate Professor; cross-appointed to Sociology and Equity Studies in Education
(social studies/geography; conflict resolution; international/cross-cultural and comparative education; politics/social foundations of education for democracy/equity)

Deanne Bogdan, Ph.D. (Toronto)
Professor; cross-appointed from Theory & Policy Studies in Education

David Booth, M.Ed. (Durham)
Professor Emeritus; Teacher Education Programs
(drama in education; interdisciplinary arts education; teacher education)

Linda Cameron, Ed.D. (Toronto)
Associate Professor
(early childhood; language and literacy; children's literature; ESL issues; parenting; adaptive instruction; holistic and aesthetic education; teacher education)

Ruth A. Childs, Ph.D. (North Carolina)
Assistant Professor
(educational assessment; psychometric methodology; computerized testing; testing policies)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'études Politiques (Paris)
Professor
(minority-language education and Franco-Ontarian studies; international, multicultural, and human rights education; computer-assisted instruction in first and second language)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(mathematical education; holistic education; holistic approaches in the mathematics curriculum; computers in the curriculum)

Carola Conle, Ph.D. (Toronto)
Associate Professor
(modes of inquiry; narrative modes of expression; language education and initial teacher education; social self-reflection)

F. Michael Connelly, Ph.D. (Chicago)
Professor Emeritus
(personal-practical knowledge, narrative research methods, and stories of experience with reference to classroom studies, teacher thinking, and policy implementation; scientific inquiry as a basis for science curriculum)

Karyn Cooper, Ph.D. (Alberta)
Assistant Professor
(teacher knowledge and classroom practice; aesthetic education; interpretive research methods)

Alister Cumming, Ph.D. (Toronto)
Professor; Head, Modern Language Centre, cross-appointed to Human Development and Applied Psychology
(English as a second/foreign language; language learning, instruction and curriculum; writing in second languages; evaluation)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

Marcel Danesi, Ph.D. (Toronto)
Professor; cross-appointed from the Department of Spanish and Portuguese

Vivian Darroch-Lozowski, Ph.D. (Alberta)
Professor
(aesthetics of thought and artistic practice; language and the body)

Lynn Davie, Ph.D. (Wisconsin)
Professor
(instructional design in distance education; computer applications; computer-supported qualitative analysis; adult learning)

C. T. Patrick Diamond, Ph.D. (Queensland)
Professor; Head, Centre for Teacher Development
(post-modern arts-based, narrative inquiry; qualitative research methods; personal construct theory; teacher knowledge and development; classroom studies)

Jo-Anne Dillabough, Ph.D. (McGill)
Assistant Professor
(feminist theory and education; social movements and curriculum theory; women's social history and educational practices; gender, higher education and educational policy; cultural politics of education; gender and youth culture)

Lorna M. Earl, Ph.D. (Western Ontario)
Associate Professor, cross-appointed from Theory & Policy Studies in Education

D. Mark Evans, M.A. (McMaster)
Senior Lecturer; Coordinator, Initial Teacher Education Programs (Secondary)
(models of teaching; social studies education; citizenship education; international education; teacher education and development)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor; Head, Comparative, International, and Development Education Centre; cross-appointed to Adult Education, Community Development and Counselling Psychology
(comparative and international education; planning education for social development, especially in developing countries; comparative teacher development; education policy studies; evaluation of reform projects)

Grace Feuerverger, Ph.D. (Toronto)
Associate Professor
(multicultural perspectives in teacher education; ethnic identity maintenance and language learning; attitudes to heritage language learning; cultural and linguistic diversity in classrooms)

Normand J. Frenette, Ph.D. (Montreal)
Associate Professor (Retired)
(general curriculum; cultural determinants of the curriculum; development of curriculum policy; minority education; Franco-Ontarian studies)

Antoinette Gagné, Ph.D. (Toronto)
Associate Professor
(second language teaching and learning; English as a second/foreign language; second language education; program/curriculum development; school and classroom based research)

Kathleen Gallagher, Ph.D. (Toronto)
Assistant Professor
(reflective-practitioner research; arts education and teacher development; arts community partnerships; girls and secondary schooling, feminist theory; critical drama/theatre pedagogy; equity-centered teaching)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Associate Professor
(Franco-Ontarian education; qualitative analysis; gender and education; multiculturalism and French-language education; curriculum policy; school and society)

Esther Geva, Ph.D. (Toronto)
Associate Professor; cross-appointed from Human Development and Applied Psychology

Wanja Gitari, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Transitional Year Program
(cognitive continuity in science learning; access, equity and retention in science education; socio-cultural context of science education; indigenous and everyday knowledges)

Tara Goldstein, Ph.D. (Toronto)
Associate Professor; Director of Student Services
(anti-discriminatory education in school settings; education of immigrant/ESL students; ethnography; qualitative research methods)

Gila Hanna, Ph.D. (Toronto)
Professor Emeritus
(data analysis and statistics; mathematics education)

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor; Head, OISE/UT Midwestern Centre, Cross appointed from Theory and Policy Studies in Education

James G. Hewitt, Ph.D. (Toronto)
Assistant Professor
(computer supported learning environments; electronic discourse; distance education; instructional design; science education)

Suzanne E. Hidi, Ph.D. (Toronto)
Associate Professor
(research and evaluation of writing; interest and the curriculum; science education and gender differences; attention, memory, and electro-physiological measurements)

Derek Hodson, Ph.D. (Manchester)
Professor; Director of the Centre for Studies in Science, Mathematics and Technology Education
(history, philosophy, and sociology of the science curriculum; school-based assessment and curriculum evaluation strategies; concept development in science and technology)

Ian Hundey, M.A. (Windsor)
Senior Lecturer
(school-university partnerships in teacher education; history and social science curriculum and instruction)

Anne Jordan, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(policies and practices in special education delivery; effective teaching in inclusive classrooms, collaboration and resource support)

Brendan Kelly, Ed.D. (Toronto)
Professor Emeritus
(mathematics education; applications of technology to mathematics instruction; curriculum design in mathematics; evaluation procedures and techniques)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor
(analysis of teaching; classroom interaction; pedagogical knowledge; professional development; science education)

Mary Kooy, Ph.D. (Simon Fraser)
Associate Professor
(English education; response to literature; narrative/inquiry; oral and written discourse; teacher development education)

Clare Kosnik, Ph.D. (Toronto)
Assistant Professor; Coordinator, Initial Teacher Education Programs (Elementary)
(teacher as researcher; language arts; values in education; initial teacher education)

Normand Labrie, Ph.D. (Laval)
Professor; Head, Centre for Franco-Ontarian Studies (CREFO)
(minority language issues; psycho - and sociolinguistics)

Tony C. M. Lam, Ph.D. (Washington)
Associate Professor; Head, Centre for the Advancement of Measurement, Evaluation, Research and Assessment CAMERA
(applied measurement; program evaluation; performance-based assessment)

Sharon Lapkin, Ph.D. (Toronto)
Professor
(French as a second language research; bilingual education; second-language writing)

Robert K. Logan, Ph.D. (MIT)
Associate Professor, cross-appointed from the Department of Physics, University of Toronto

Jean S. Mason, Ph.D. (McGill)
Assistant Professor; cross-appointed from the Professional Writing Program, University of Toronto at Mississauga
(hypertext theory, intellectual and socio-cultural dimensions of the Internet, language and literacy, writing theory/practice, communication in knowledge-building, multiple intelligences, curriculum development/delivery, bibliotherapy, literature and learning, history of ideas)

Douglas E. McDougall, Ed.D. (Toronto)
Assistant Professor
(mathematics education; applications of technology to teaching and learning; computer applications in the curriculum; computer-supported qualitative analysis; teacher education)

Donna McGhie-Richmond, Ph.D. (Toronto)
Lecturer, cross-appointed to Human Development and Applied Psychology
(special education and inclusion; adaptive instruction; teacher education; augmentative and alternative communication; assistive technology for learning)

Robert S. McLean, Ph.D. (Carnegie-Mellon)
Professor
(the Internet; computer technology; curriculum uses of computers; instrumentation; software development; virtual reality)

Jack Miller, Ph.D. (Toronto)
Professor; Head, OISE/UT Southern Centre
(holistic education; spirituality in education; curriculum orientations; contemplation in educational settings)

Robert Morgan, Ph.D. (Toronto)
Associate Professor
(cultural studies and critical pedagogy; media education; critical theory and history of English studies; cultural theory)

Philip Nagy, Ph.D. (Alberta)
Professor Emeritus
(measurement; evaluation; data analysis)

Martina Nieswandt, Ph.D. (Kiel)
Assistant Professor
(science education; conceptual change in Science; classroom processes; writing in science; gender and science education; history and development of science)

Shizuhiko Nishisato, Ph.D. (North Carolina)
Professor Emeritus
(psychometrics and analysis of categorical data [dual scaling])

Erminia Pedretti, Ph.D. (Toronto)
Associate Professor; Associate Director, Imperial Oil Centre for Studies in Science, Mathematics and Technology Education
(science education; science-technology-society education; technology-enhanced science instruction; action research; teacher development)

John R. Percy, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Astronomy, University of Toronto at Erindale

Shelley Peterson, Ph.D., (Alberta)
Assistant Professor
(socio cultural dimensions of literacy learning in primary/junior/intermediate writing classrooms and in classroom and large-scale writing assessment)

Carol Rolheiser, Ph.D. (Oregon)
Associate Professor; Associate Dean, Academic Development
(teacher education; program development; cooperative learning and other models of teaching/learning; alternative approaches to assessment and evaluation; educational change)

John A. Ross, Ph.D. (McMaster)
Professor; Head, OISE/UT Trent Valley Centre
(curriculum development; school change; program evaluation)

Marlene Scardamalia, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

David Selby, Ph.D. (Birmingham)
Professor; Head, International Institute for Global Education
(global education; human rights education; education and the rights of the child; humane education; environmental education; life skills education)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE/UT Northwestern Centre; Field Centre Division Head; and Coordinator, Technology Mediated and Off-Campus Programs
(curriculum implementation and evaluation; coaching as an implementation strategy)

Roger I. Simon, Ph.D. (Yale)
Professor
(education and cultural studies; formation of historical memory; witnessing in literature, art, and oral testimony; implications of popular culture for curriculum and teaching)

Nina Spada, Ph.D. (Toronto)
Professor
(second language acquisition, classroom-centred research in L2 teaching and learning, English as a second language, psycholinguistics)

Keith E. Stanovich, Ph.D. (Michigan)
Professor; cross-appointed from Human Development and Applied Psychology

Paula Stanovich, Ph.D. (Toronto)
Associate Professor
(special education and inclusion; adaptive instruction; effective teaching; teacher beliefs; initial teacher education; elementary language arts)

Suzanne Stiegelbauer, Ph.D. (Texas)
Associate Professor
(visual arts; Aboriginal issues and arts; educational change; social context of education; strategies in initial teacher education; anthropology)

Merrill K. Swain, Ph.D. (California at Irvine)
Professor; cross-appointed to the Department of Linguistics
(applied linguistics, psycholinguistics; bilingualism and bilingual education; L2 classroom research; sociocultural theory and L2 learning)

Heather Sykes, Ph.D. (UBC)
Assistant Professor
(teacher's life history; issues of sexuality in physical education and sport; poststructural, queer and feminist theories)

Ross E. Traub, Ph.D. (Princeton)
Professor
(educational measurement and evaluation)

Peter Trifonas, Ph.D. (British Columbia)
Assistant Professor
(critical literacy; curriculum theory; philosophy of education; social and cultural studies)

Miles S. Turnbull, Ph.D. (Toronto)
Assistant Professor
(French as a second language (core French and immersion); second language teaching and learning (FSL and international languages); teacher development; classroom-based research; initial teacher education; curriculum development; culture teaching)

Joel Weiss, Ph.D. (Chicago)
Associate Professor
(curriculum studies; research and professional practice; social policy analysis; relationships between school and non-school environments such as museums, work, homes)

Joyce A. Wilkinson, Ph.D. (Minnesota)
Associate Professor; cross-appointed to the Graduate Centre for the Study of Drama
(holistic personal, creative and cultural development through play, drama, the arts; holistic arts therapies; Canadian children's literature; imaginal thinking and creative interdisciplinarity)

Dale M. Willows, Ph.D. (Waterloo)
Professor; cross-appointed from Human Development and Applied Psychology

David Wilson, Ph.D. (Syracuse)
Professor; cross-appointed to Adult Education, Community Development and Counselling Psychology; and Theory & Policy Studies in Education
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

Eileen Winter, Ph.D. (Queen's University - Belfast)
Senior Lecturer, cross-appointed to the Department of Human Development and Applied Psychology

Richard G. Wolfe, B.A. (Wisconsin)
Associate Professor
(data analysis and statistics; research and school applications of computers; achievement surveys)

Earl Woodruff, Ph.D. (Toronto)
Associate Professor, cross-appointed from Human Development and Applied Psychology

Professors Emeriti

Arnold Bowers, M.Ed. (Queen's)
Don Fraser, M.A. (Toronto)
Donald I. Galbraith, M.Ed. (Toronto)
David Garth, B.Com. (Queen's)
Birgit Harley, Ph.D. (Toronto)
Natalie Kuzmich, M.A. (Toronto)
Leslie D. McLean, Ph.D. (Wisconsin)
H. Howard Russell, Ed.D. (Toronto)
Ronald Silvers, Ph.D. (Princeton)
Elgin Wolfe, M.Ed. (Toronto)

Distance Education

The Department of Curriculum, Teaching and Learning offers some sections of existing courses via distance learning (audio conferencing and computer conferencing) or off-campus in locations such as Kitchener, London, Ottawa and Peterborough. Additionally, off-campus and technology-mediated courses are offered through the Curriculum Studies specialization (page 61).

For further details regarding off-campus and distance learning courses, contact:

Wayne Seller, Head, Field Division and Coordinator of Technology-Mediated and Off-Campus Programs
OISE/UT Northwestern Centre
Telephone: (807) 475-8110
Fax: (807) 475-8149
OR
Theresa Oliveira
CTL Academic Programs Officer
Telephone: 416-923-6641 ext. 2747
Fax: 416-926-4744
E-mail: toliveira@oise.utoronto.ca.

Studies in French

The Department also offers on-campus and distance education courses in the French language in cooperation with the Department of Sociology and Equity Studies in Education.

For further details, see the Études franco-ontariennes en éducation Interdisciplinary Focus (page 163) or contact Nathalie Bélanger, Coordinator, French Language Studies or Theresa Oliveira (see above).

Curriculum Program

The Curriculum Program is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: what should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

NOTE: Applicants wishing to participate in any of CTL's three Collaborative Programs should select the Curriculum Program and the desired Collaborative Program when completing their application form. See the Application for Admission Form A(1), section 18.

Six areas of specialization are supported within the Curriculum Program:

- Adaptive Instruction and Special Education
- Computer Applications
- Curriculum Studies
- Holistic and Aesthetic Education
- Science, Mathematics and Technology Education
- Social Justice and Cultural Studies in Education

Degrees

Master of Education

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Applicants are accepted under the general regulations, which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Applicants with an appropriate three-year University of Toronto bachelor's degree or its equivalent may also be accepted.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. The M.Ed. program consists of eight half-courses, four of which are normally undertaken in the program/specialization, plus a Major Research Paper (MRP), and may be taken on a full- or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within six years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 19 - 24.)

In the Statement of Intent, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested.

Master of Arts

This degree is designed to provide academic study and research training related to fields of professional specialization in curriculum. Applicants are accepted under the general regulations. Admission normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program. The M.A. program may be taken on a full- or part-time basis and consists of eight half-courses, four of which are normally undertaken in the program/specialization, and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within five years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 19 - 24.)

In the Statement of Intent, applicants should state the reasons they wish to undertake a research-oriented program in curriculum. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested.

Doctor of Education

This degree is intended for established practitioners in positions which involve responsibility for curriculum design and implementation. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence.

Ordinarily, applicants will have a minimum of three years professional experience in education prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission. The Ed.D. normally consists of eight half-courses, four of which must be undertaken in the program/specialization. Additional courses may be required of some candidates. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program includes one year of full-time study but may be initiated on a full-time or part-time basis. All requirements for the degree must be completed within six years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 19 - 24.)

In the Statement of Intent, applicants should state the reasons they wish to undertake a professional doctoral program in curriculum. The interests or problems to be pursued during his or her period of study should be specified. Prior research and development experiences should be briefly described.

Doctor of Philosophy

The Ph.D. is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program normally consists of six half-courses, four of which are ordinarily undertaken in the program specialization. Additional courses may be required of some candidates. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ph.D. program must be initiated on a full-time basis and requires two consecutive years of full-time study. All requirements for the degree must be completed within six years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for other admission and program requirements, pages19 - 24.)

In the Statement of Intent, applicants should state the reasons they wish to undertake training in scholarly inquiry. The interests or problems to be pursued during his or her period of study should be specified. Prior research and development experiences should be described.

Areas of Specialization

Six areas of specialization, described below, are supported within the Curriculum Program. Applicants are requested to indicate a program code on the Application for Admission Form A(1), section 18. This assists in the evaluation of applications for admission and in the assignment of faculty advisors.

1. Adaptive Instruction and Special Education

Coordinator: Anne Jordan

The Adaptive Instruction specialization considers characteristics of curriculum and instruction and their adaptation to meet the needs of diverse learners in modern classrooms. The focus of the program is on the teacher, and the skills, resources and supports required to meet a variety of student needs in the classroom, including the integration of students with disabilities.

Courses in the Adaptive Instruction specialization have numbers in the CTL1400 series (masters level) and CTL1880 series (doctoral level). Students should also consider courses offered in the Department of Human Development and Applied Psychology, offered under the Special Education and Adaptive Instruction option, to complement their CTL program in Adaptive Instruction.

Faculty research interests include effective instruction in inclusive classrooms, integration/inclusion, assessment and testing policies and practices for students with special needs, curriculum development for gifted learners, collaboration in school settings, and comparative and sociological issues in special education.
(N. Bélanger, E. Geva, A. Jordan, E. Smyth, P. Stanovich, K. Stanovich, D. Willows)

See also the overall description in the section on Interdepartmental Graduate Specializations (page 159).

NOTE: The following HDP courses are designed for the specialization in Adaptive Instruction and are described in the course listing in the Department of Human Development and Applied Psychology (see pages 110 - 112). In addition the courses CTL1003, CTL1004 and CTL1020 are recommended.

Master's Level

HDP1273H	Psychology of Disability and Empowerment
HDP1285H	Psychology and Education of Children with Learning Disabilities
HDP1299H	Language Acquisition and Development
HDP2275H	Technology for Adaptive Instruction and Special Education
HDP2280H	Introduction to Special Education and Adaptive Instruction
HDP2283H	Psychology and Education of Gifted Children and Adolescents
HDP2287H	Classroom-Based Counselling Approaches
HDP2292H	Assessment for Instruction
HDP2293H	Interpretation of Educational Research
HDP2296H	Reading and Reading Difficulties

Doctoral Level

HDP5281H	Research and Theories of Reading Disability

2. Computer Applications

Coordinator: Robert S. McLean

This area of specialization includes an examination of the theories, practices, and technology of digital applications in teaching and learning. The focus is on integrating the technology in the curriculum and the development of constructivist learning environments at all levels of education. Our students work in schools, colleges, universities, health care institutions, government and workplace training. Courses within the specialization deal with learning theories, implementation issues, educational and psycho-social impacts, and technical understanding. Our students learn the appropriate criteria and design principles for the construction of quality learning environments in the context of the most recent technological advances. Currently, courses focus on the use of many digital technologies with particular strengths in Internet technologies, computer conferencing technologies, knowledge building research and strategy, and the uses of computers in the curriculum.

Faculty research interests are broad and address a variety of current issues, including: the integration of new technologies into constructivist learning environments; the use of Internet resources for support of health care; computer mediated distance education; knowledge building in intentional learning environments; the effects of different knowledge structures in computer conferencing environments.
(R. Cohen, L. Davie, B. Durell, J. Hewitt, D. McDougall, M. Scardamalia, R. Wolfe, E. Woodruff)

3. Curriculum Studies

Coordinator: Joel Weiss

Students registered in Curriculum Studies are able to focus on a wide variety of areas; courses reflect the diverse interests of faculty. These interests include curriculum policy studies, such as the relationship between schools and society, what the curriculum should contain, and the conditions for structuring curriculum. Some faculty, especially those with an orientation toward the field, focus on educational practices, linking theory and practice to working and learning environments. Areas of study also include learning in everyday settings, such as the home, the work place, and community cultural organizations (e.g. museums) links with schools in the form of cooperative education programs and field trips are of particular interest. Those concentrating on language, literacy and literature across the curriculum investigate the role of language as text and as process in relation to curriculum as a whole.
(A. Anderson, B. Bennett, L. Cameron, C. Conle, M. Connelly, K. Cooper, J. Dillabough, N. Frenette, K. Gallagher, L. Hannay, S. Hidi, J. Miller, R. Morgan, S. Peterson, C. Rolheiser, J. Ross, W. Seller, R. Simon, E. Smyth, D. Thiessen, M.W. Wahlstrom, J. Weiss)

***NOTE*:** The following courses may also be of interest to students in the Curriculum Studies specialization.

CTL1300H	Curriculum, Popular Culture, and Social Difference
CTL1302H	Media Studies and Education
CTL1304H	Cultural Studies and Education
CTL1305H	Television and Education: Theoretical Perspectives

4. Holistic and Aesthetic Education

Coordinator: Jack Miller

Holistic and aesthetic education recognizes the interconnectedness of body, mind, emotions, and spirit. Learning is viewed as an experiential, reflective, organic process; making connections is seen as central to curriculum processes. An aesthetic perspective and the process of building knowledge through inquiry are seen as integral to all forms of education and life itself. Creative tools and webs of communication are explored within this context.

Courses in this specialization focus on arts education, creativity, contemplation, imagery, literature, mathematics and technology, and experience-based approaches to language.
(M. Beattie, D. Booth, L. Cameron, R. Cohen, V. Darroch-Lozowski, K. Gallagher, R. Silvers, S. Stiegelbauer, J. Wilkinson)

5. Science, Mathematics and Technology Education

Coordinator: Derek Hodson
This area of specialization includes a wide range of teaching and research interests. Courses address a spectrum of significant issues in contemporary research and international debate concerning the purpose and practice of science, mathematics and technology education at the elementary, secondary and tertiary levels, including: constructivist pedagogy in science and mathematics; perspectives in Science-Technology-Society-Environment Education; equity issues in science and mathematics education; aspects of the history, philosophy and sociology of science, mathematics and technology, and their significance for elementary and secondary education; computer-based learning in mathematics; the nature of technology and technology education; historical perspectives on curriculum design and development in science, mathematics and technology education; assessment and evaluation strategies in science and technology. Additional support in the form of courses in quantitative and qualitative research methods is available for those contemplating thesis research in this area of specialization.

Faculty research interests are broad and address most major areas of study, including: multicultural and antiracist education; gender equity issues; concept acquisition and development; history, philosophy and sociology of science and science education; computer-based and multimedia learning; informal science and technology education; public understanding of science and technology; hands-on work in science and mathematics; authentic assessment; science and mathematics teacher education; action research in science, mathematics and technology education.
(F. Ahia, L. Bencze, R. Cohen, W. Gitari, G. Hanna, J. Hewitt, B. Kelly, D. McDougall, M. Nieswandt, E. Pedretti, M. Scardamalia, E. Woodruff)

NOTE: The following courses may also be of interest to students in the Science, Mathematics and Technology Education specialization.

CTL1116H	Holistic Approaches in the Elementary Mathematics Curriculum
CTL1215H	Instructional Technology: Instructional Programming
CTL1601H	Instructional Technology: Computer Based Instruction
CTL1610H	Technology in Mathematics Education Program
CTL1843H	Computer-Supported Intentional Learning Environments
CTL1844H	Instructional Technology: Seminar in Interactive Video/Graphics

6. Social Justice and Cultural Studies in Education

Coordinator: Roger Simon
Students concentrating their studies in this specialization will explore the nature of teaching and learning in response to the interdependent, polycultural, conflictual, and fast-changing character of the contemporary world. These concepts may be explored across the curriculum in elementary, secondary, college, and non-formal settings. Emphasis is given to social, cultural, and pedagogical theories as resources for the work of educational and social transformation.

Interests of students currently enrolled in this area include:

- relationships of school and non-school education to social economy, international migration, multiculturalism, indigenous education, spirituality, changing ways of life, family issues, electronic media, educational technologies, and popular culture;
- pedagogical responses that support the positive recognition of social differences such as race, class, gender, sexuality, culture, and ethnicity;
- education for peace and justice, democracy, social change, development, and environmental sustainability;
- current debates regarding the changing nature of socio-cultural literacy, history, social sciences, and arts, with particular reference to curricular practices in elementary and secondary schools;
- the relationship among the aesthetic, political, and socio-cultural forces affecting "the ethics of engagement" outside the school community, particularly in relation to literature, music, art, film, photography, television and theatre.

(K. Bickmore, D. Bogdan, J. Dillabough, M. Evans, L. Fitznor, D. Gérin-Lajoie, T. Goldstein, D. Hodson, R. Morgan, E. Pedretti, P. Trifonas)

NOTE: The following courses may also be of interest to students in the Social Justice and Cultural Studies in Education specialization.

CTL1006H	English at the Secondary School Level
CTL1101H	Arts and Education Practice and Theory

Courses

The following is a list of courses offered within the Curriculum program. Not all of the courses listed are offered in any given year.

CTL1000H Foundations of Curriculum

This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course (a) provides a language for conceptualization; (b) reviews the major themes in the literature; (c) provides a framework for thinking about curriculum change; and (d) assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems.
S. Churchill, C.T.P. Diamond, N. Frenette, K. Gallagher, L.M. Hannay, W. Seller

CTL1000H Fondements du développement des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiant(e)s à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
N.J. Frenette

CTL1001H Values and Schooling

This course deals with selected value issues in the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus "open" education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
C.M. Beck

CTL1002H Planification de la programmation pour un enseignement efficace

Ce cours presente des modeles qui permettent la mise en oeuvre des principales composantes de la programmation come: a) l'identification des resultats generaux et specifiques d'un cours ou d'un module; b) la planification de projets a long term; c) l'elaboration d'outils d'intervention par rapport a differentes strategies. La resolution de problemes constituera un element important des composantes etudiees.
M-J. Berger

CTL1002H Curriculum Development for Effective Teaching

This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.
J.A. Ross or staff

CTL1003H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child-and teacher-centred philosophies, reading in the content areas, assessing growth in reading and writing.
D.M. Willows

CTL1004H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D.M. Willows

CTL1005H Language, Literacy, and the School Curriculum

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy - its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.
D. Booth

CTL1006H English at the Secondary School Level

This course emphasizes recent trends and developments in the teaching of secondary school English. In particular, movements such as reader-response theory, language across the curriculum, genre theory, whole language, and cultural studies approaches are examined. The teacher's role in contemporary debates and classroom research is explored.
R.J. Morgan

CTL1007H Curriculum Policy and State

This course examines the production and organization of official texts regulating policy as a generalized activity aimed at framing educational problems in a particular perspective which is coherent with a perception of societal expectations, as well as one which excludes other approaches as impractical if not unspeakable. As such, curriculum documents provide a resource for authorized practices and authorized means of producing curricular discourse.

The course examines, in a historical perspective, the production and organization of curriculum documents and policy statements to be used as a basis for curriculum development, implementation and evaluation considerations relating to both instructional and policy development. Examples of specific topics to be discussed: the concept and function of educational indicators, mission statements, the formulation of aims and objectives in curriculum documents, the underlying images of the student. The topics are examined from the perspective of teachers, school administrators and the research literature.
N.J. Frenette

CTL1008H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
Staff

CTL1009H Reading and Writing in the School: Elementary

This course examines trends and developments in elementary literacy instruction. Issues such as the teaching of phonics and spelling, the use of basal reading series and trade books, reading and writing across the curriculum, and sociocultural influences on literacy learning, will be explored in terms of various theoretical approaches. Students will carry out a practical investigation of a classroom issue related to literacy learning and instruction.
S. Peterson

CTL1010H Children's Literature within a Multicultural Context

This course explores ways to bring children, cultural diversity and literature together in an interactive manner. Stories - whether traditional folktales or contemporary multicultural works - not only help define a child's identity and understanding of self, but also allow others to look into, appreciate, and embrace another culture. Class discussions revolve around an annotated bibliography of articles and books concerned with multicultural children's literature prepared specifically for the course and designed primarily for teachers in mainstream as well as ESL (English as a Second Language) and heritage language classes. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students. The focus is to develop strategies for engaging students

in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. Throughout the course, we focus on how to encourage students to share their own cultural stories and "border cross" from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to minority and majority communities in addition to its relevance in confronting issues of human rights and social justice.
G. Feuerverger

CTL1011H Anti-Discriminatory Education in School Settings

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.
T. Goldstein

CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.
E. Smyth

CTL1013H Instructional Innovation in the Elementary and Secondary Schools

Instructional changes associated with secondary school reform will be examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for understanding, reciprocal teaching, authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, reculturing, and retiming) will be explored for each approach selected.
J.A. Ross

CTL1014H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J.A. Ross, H.H. Russell or M.W. Wahlstrom

CTL1015H Curriculum and Student Evaluation

This course reviews principles and practice in testing and assessment with a focus upon curriculum and classroom-based student evaluation. An overview of current practices and problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards and accountability.
M.W. Wahlstrom

CTL1016H Cooperative Learning Research and Practice

This course provides for practical experience of as well as understanding of innovative practices in cooperative learning (CL). We explore rationales for and current developments (synergy, shared leadership). Topics include: What is CL (principles, attributes); how to organize CL (structures and strategies); how does CL work (basic elements, types of groups); teacher and student roles; benefits (positive interdependence, individual accountability, social skills, cohesion); evaluation (forms and criteria); obstacles and problems; starting and applying CL in your classroom (teachers' practical knowledge; collegiality; parental involvement); independent learning and collaborative inquiry; Ministry and Board requirements; and resources and materials Group (response trios) projects and joint seminars.
J.A. Ross

CTL1018H Introduction to Qualitative Inquiry in Curriculum, Teaching and Learning

Experiential learning for students new to qualitative inquiry is provided through a broad introduction to qualitative approaches from beginning to end. A range of approaches relating to students' theoretical frameworks are explored. Thesis students are encouraged to pilot their thesis research.
D. Thiessen

CTL1019H Authentic Assessment

In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.
J. Ross

CTL1020H Teaching High Ability Students

This course will critically analyze a number of curriculum models and will explore instructional strategies currently used to program for high ability students in a variety of learning environments. Specific reference will be made to program differentiation within a regular classroom setting. Previous courses in the education of high ability students is not required.
E. Smyth

CTL1021H Learning in Non-School Settings

Curriculum is more than what goes on in schools. Other institutions such as the home, museum, workplaces and the media provide settings for learning, both on their own and in conjunction with schools. This course takes up issues of learning in such settings, and the inter-relatedness of these settings. Defining these learnings and field work in at least one setting will be major activities.
J. Weiss

CTL1024H Poststructuralism and Education

This course will examine the foundations of educational thought from the perspectives of Jacques Derrida, Jean-Francois Lyotard, Luce Irigaray, Helene Cixous, Michel Foucault, Roland Barthes, Gilles Deleuze, Julia Kristeva, Emmanuel Levinas, and Jean Baudrillard. Educational implications and applications of poststructural philosophy will be stressed in relation to the discursive and non-discursive limits of the scene of teaching.
P. Trifonas

CTL1025H Academic Writing

The purpose of this course is two-fold. First, it is aimed at helping participants improve their writing in general and their academic writing in particular. Second, the course focuses on how writing instructions could be improved. The topics covered in the course include current theories of writing, motivational issues, the relation between knowledge and writing, the effect of social factors and computers on writing and evaluation/assessment issues.
S. Hidi

CTL1100H Holistic Arts Therapies in the Creative Curriculum

This course examines holistic arts therapies in education: specifically, the theory, research, literature, and philosophy of methodology, and the place of the holistic arts therapies in the curriculum. These educational tools assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the integration of creative behavior and learning. Participants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this course.
Prerequisite: Permission of instructor following a personal interview.
J.A. Wilkinson

CTL1102H Arts and Education: Planning and Implementation of Arts Programs

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.
D. Booth

CTL1103H Arts, Culture, and Education

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
J.A. Wilkinson

CTL1104H Seminar: Current Issues in Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.
Prerequisite: Permission of instructor.
J.A. Wilkinson

CTL1105H Research and Inquiry in Arts Education

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
Prerequisite: CTL1104.
J.A. Wilkinson

CTL1106H Spirituality in Education

This course examines the nature of spirituality. After exploring various conceptions of spirituality the course then examines how it can be part of the school curriculum in a non threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Finally the role of the teacher will be explored.
J. Miller

CTL1107H The Body's Ways of Knowing

This course will offer frameworks for understanding the tacit knowledge present within the human body. The work of the course will progress from the body's materiality, through its transformative and subtle energies, to its spiritual potentiality. Body's knowledge will be considered in the broad context of how we are interconnected with society and nature. The special emphasis of the course is how we can facilitate our educational and learning practices through an augmented awareness of our bodies.
V. Darroch-Lozowski

CTL1108H The Phenomenological Curriculum

This course is based on participants discovering their own processes of interpretation and taken-for-granted practices in teaching and learning. Readings and class discussion about hermeneutics and phenomenology will provide the foundation for participants to individually, and collectively, design a curriculum. Participants may design their projects for the sciences, arts, humanities, technology, or professional fields.
V. Darroch-Lozowski

CTL1110H The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analyzed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller

CTL1111H Creative Arts Special Subject

This course examines the arts in education - drama, dance, music, visual art, and media - and provides a background for the role of the arts as a mode of learning and as a subject discipline.
D. Booth

CTL1113H Art and Play in Children's Culture

In this course we will examine the way children organize and conduct play and the way they create paintings and drawings. Attention will be directed to the social interpretations made by adults in their attempts to comprehend the actions of children when children are engaged in play and art.
Staff

CTL1114H Exploring Human Understanding and Education through Visual Media

This course brings together the theoretical questions of how images acquire interpretive meaning and the practical concerns with how images may be used as a medium for research in the human sciences. Both theory and practice will focus on: the "image and word" essay as a form for composing and transmitting knowledge; the relationship of communicators to what they are studying and to the viewers of their essays; and viewers' opportunities for changes in cultural and self-knowledge. The course is grounded in aesthetics and existential positions. However, a prerequisite for the course is basic camera handling, or experience with paint material, or sketching, or DV, etc.
V. Darroch-Lozowski

CTL1115H Teacher Education and the Construction of Professional Knowledge: Holistic Perspectives

The course will focus on teacher education and the construction of professional knowledge in teaching from holistic perspectives. Beginning with an exploration of the various conceptual and structural alternatives to initial teacher education, the course then examines holistic, arts-based and narrative orientations to learning to teach and to career-long teacher learning. The connections between professional renewal, curriculum and school renewal, and educational research are explored.
M. Beattie

CTL1116H Holistic Approaches in the Elementary Mathematics Curriculum

This course is designed for elementary school teachers interested in experiencing math teaching as a creative and deeply satisfying endeavour. Through class discussions, reflection activities, creative group investigations, quest presentation, selected readings and a final (usually classroom-based) project, participants will be able to explore topics from among the following: holistic math learning environments; linking math with real life; creative problem-solving; open-ended problems; integrating math with other disciplines such as fine arts, social studies and language arts; journal writing, use of children's literature and oral communication activities; authentic assessment; linking assessment with instruction.
R. Cohen

CTL1200H Science in the School Curriculum: Elementary

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
L. Bencze

CTL1201H Science in the School Curriculum: Secondary

A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
L. Bencze

CTL1202H Mathematics in the School Curriculum: Elementary

This course examines what mathematics should be taught, how to define and increase students' understanding of mathematics, classroom discourse and student engagement in elementary mathematics.
D. McDougall

CTL1203H Mathematics in the School Curriculum: Secondary

A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
Staff

CTL1204H Making Mathematics Learning Meaningful for Secondary School Students

Various ways of making math meaningful and accessible for secondary school students will be examined in the light of recent developments in the field and the new Ontario mathematics curriculum guidelines. Topics will include: connections of math with real life; applied math; problem solving, inquiry, model building and the role of graphic calculators; cooperative learning; oral and written communication about math; dealing with students' difficulties and math anxiety, alternative assessment approaches.
R. Cohen

CTL1205H The Education of Science Teachers

An examination of problems and issues specific to pre-service and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.
Prerequisite: Permission of instructor and either CTL1200 or CTL1201 or equivalent.
Staff

CTL1206H Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.
D. Hodson

CTL1207H Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society and Environment (STSE) Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.
E. Pedretti

CTL1208H Curriculum Issues in Science and Technology: An Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.
D. Hodson

CTL1209H Current Issues in Science and Technology Education

The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including the "Science for All"

movement, the "new" psychology of learning, the language of science and technology education, politicization of science and technology education, the role of laboratory work, computers in science education, and issues in environmental and health education.
D. Hodson

CTL1210H Assessment and Evaluation in Science and Technology Education

This course focuses on the concerns and processes of science and technology curriculum evaluation and the issues surrounding the construction of effective methods for assessing student learning in science and technology.
D. Hodson

CTL1211H Action Research in Science and Technology Education

This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice to critical scrutiny and appraisal; plan and attempt to implement alternative curriculum materials and practices; and evaluate them in action. The course requires participants to have access to classrooms. The particular focus for research will be determined by the course members in consultation with the facilitator.
D. Hodson, E. Pedretti, L. Bencze and W. Gitari

CTL1212H Curriculum Making in Science: Some Considerations in the History, Philosophy and Sociology of Science

This course will address some key issues in the philosophy and the sociology of science and their implications for science education at the elementary and secondary levels. Attention will also be directed towards (i) a critical appraisal of the role of the history of science in science education , and (ii) a consideration of pseudosciences and their role, and the distortion and misuse of science for sociopolitical goals. Course members will have the opportunity to explore ways in which lab work, computer-mediated learning, language activities and historical case studies can be used to present a more authentic view of science, scientific development and scientific practice.
D. Hodson

CTL1213H Action Research in Mathematics Education

Through active, classroom-based research (by individuals or small teams) along with exposure to relevant topics, ideas and techniques, class members will deepen their understanding of issues and professional practice related to mathematics teaching and learning. Working within a mutually supportive group, they will critically examine their current practice, adopt or design alternative approaches, classroom practices and curriculum materials, implement and evaluate them in action. Participants are required to have access to classrooms. Based on participants' interests and backgrounds, one or more topics might be chosen as a focus area for the research activities of the particular class.
R. Cohen

CTL1214H Equity Issues in Science Education

This course deals with issues of gender bias, Eurocentrism and other forms of bias and distortion in science and science-technology education. It seeks a generalized approach to equity issues and examines ways in which border crossings into the subcultures of science and science education can be eased for all those who currently experience difficulties.
D. Hodson

CTL1215H Teaching and Learning about Science and Technology: Beyond Schools

This course will focus on theoretical and practical perspectives and current research on teaching and learning science and technology in school and non-school settings. Consideration will be given to classroom environments, as well as science centres, zoos, aquaria, museums, out-door centres, botanical gardens, science fairs, science hobby clubs, and media experiences. In particular, the course will focus on the nature of teaching and learning in these diverse settings, representations of science and technology, scientific and technological literacy, and socio-cultural interpretations of science and technology.
E. Pedretti

CTL1300H Curriculum, Popular Culture, and Social Difference

Popular culture and social difference are examined as the grounds from which students often make sense of educational practices. Questions address how social difference may lead to marginalization and silence and how pedagogy may be developed that is responsive to a variety of student interests and emotional investments.
R. Simon

CTL1301H Language, Power, and Possibility: Application to Curriculum

An exploration of the relationship between language and the enhancement of human possibility considered through the study of economic, social, and cultural bases of language-in-use. Particular emphasis is given to school language practices and texts, but material studied is also appropriate to those with an interest in informal education.
R. Simon

CTL1302H Media Studies and Education

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analyzing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling - in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.
R.J. Morgan

CTL1304H Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines struc-

turalist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.
R.J. Morgan

CTL1305H Television and Education: Theoretical Perspectives

Television has become a pervasive part of the cultural and symbolic life of young people, creating new constituencies and forms of identity that educators need to consider. This course acknowledges the centrality of television to contemporary educational experience, by examining competing theories of television's role in society, engaging in debates about its "effect," exploring theories of audience and questions of access. The attempt is to formulate an overall understanding of how this medium has altered educational terrain, including the concept of education itself.
R.J. Morgan

CTL1306H Qualitative Research Methods in Education: Concepts and Methods

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.
D. Gérin-Lajoie

CTL1306H La recherche qualitative en éducation: bases théoriques et pratiques

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données: l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.
D. Gérin-Lajoie

CTL1307H Identité collective et éducation minoritaire de langue française

Le cours a pour objectif de se pencher sur le rôle de l'école de langue française comme véhicule de transmission de l'identité collective du groupe minoritaire. Pour ce faire, nous nous pencherons d'abord sur l'analyse de certains concept-clés tels que l'identité collective, la culture, l'assimilation et la francisation dans le contexte d'un milieu minoritaire. Par la suite, nous examinerons les programmes-cadres du ministère de l'Éducation de l'Ontario afin de mieux saisir la place accordée à la notion d'identité collective dans les programmes d'enseignement et la façon dont cette dimension se traduit dans la salle de classe.
D. Gérin-Lajoie

CTL1308H Education and Cosmology

A formulation of educational questions dealing with the contemporary ecological crisis. A systematic study of human cosmology will enable the consideration of educational questions in terms of the role of human beings in relation to the natural world, and will foster the educational vision and creativity necessary for ecological survival and renewal.
E.V. Sullivan

CTL1309H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.
D. Gérin-Lajoie

CTL1310H Feminist Theory, Identity Politics and Contemporary Educational Thought

This course will introduce students to the significance of feminist social and political thought for the study of education and democracy. As one part of this process, students will examine the contribution of feminist critiques of liberal democracy to our understanding of the political role of education in society. This examination will involve scrutinizing the historical and contemporary feminist works of, for example Simone de Beauvoir, Seyla Benhabib, Nancy Fraser, Iris Marion Young, Allison Weir, Gloria Anzuldva, Carol Pateman, Wendy Brown, Chandra Mohanty and Julia Kristeva.

A secondary aim is to explore the relationship between feminist thought, identity-formation and identity-politics in the state. This focus will provide students with the opportunity to examine diverse feminist theories (in particular, those feminist frameworks which reside outside what is considered to be feminist educational theory) of identity-formation and their manifestation in educational structures and practices. A final aim is to examine the social processes (e.g., race and class formations) which are involved in the development of what could be called a "feminist political identity" or feminist forms of "political subjectivity" in the contemporary social context. Students will consider the implications of these processes for the study of feminism in both education and society.
J. Dillabough

CTL1311H Gender, Education and Nationhood: An International Feminist Dialogue

This course will examine the gendered nature of education in the context of globalization and changes in education worldwide. This will necessarily involve a study of (a) women's position in education across diverse national contexts during periods of substantial political reform (e.g., New Right reform, European Union, anti-apartheid movements in South Africa; (b) the link between global transformations (e.g., new forms of citizenship), questions about nationality and new forms of gendered marginalization in changing educational contexts (e.g., 'race', religious affiliation, class, sexuality and nationality); and (c) the relationship between feminist theory, democracy and education.
J. Dillabough

CTL1312H Democratic Citizenship Education

Preparation for democratic citizenship--linking the individual to social decision-making—is a central goal of public education. But, what is this citizenship, and who are truly seen/heard to be citizens? Meanings of citizenship, and their implications for education, are neither self-evident nor static. Diverse individuals, cultures, and nations understand democracy in different ways, and political space is gendered, so reasonable people disagree about how one might "teach" for democratic citizenship. For example, what parts are played by conflict, criticism, gender and sexual identities, human rights, and moral or political controversy in such

curriculum? This seminar will consider contrasting frameworks for understanding, doing, and evaluating citizenship education from an international perspective, and examine the relationships between school experience and other cultural, political, and social-structural influences. Particular attention will be given to formal curriculum, especially in the social studies. Participants will learn to analyze and to design educational experiences in light of research literature and their own citizenship goals.
K. Bickmore

CTL1313H Gender Equity in the Classroom

This course is designed for practising educators to develop and enhance their knowledge of how gender is produced in our educational system. It examines the different stages of the educational system: elementary, secondary, community college and university. The classroom is the focus because it is the central work setting of educational institutions. What happens in the classroom is not simply the result of what a teacher does but involves interactions between and among students and between teachers and students. The classroom has its own dynamic and is also interconnected to outside relationships with parents, friends, educational officials etc.

The course has as its main objectives to examine the dynamics of inequality in the classroom and to discuss and develop strategies for change. While the primary focus is on gender inequality, course readings also draw on resources that make visible the intersections of gender with other inequalities based on race, class and sexual orientation.
P. Bourne

CTL1314H Environmental and Humane Education: Theory and Practice

This course will critically examine schools of thought within the environmentalist and animal liberationist movements, their assumptions, claims, overlaps and tensions. It will explore means of implementing environmental and liberationist ethics in elementary and secondary classrooms and schools, outdoor education and community education programs.
D. Selby

CTL1315H Arts and Education: Practice and Theory

This course examines the creative arts in the curriculum from an experiential base, and leads to individual explorations of principles of problem areas.
D. Bogdan

CTL1316H Global Education: Theory and Practice I

The course will consider definitions, models and schools of thought within global education and proximate fields (specifically human rights and peace education, and education for social justice) and their implications for curriculum, teaching and learning processes and schools as a whole. The arguments of critics of global education will also be reviewed.
D. Selby

CTL1317H Global Education: Theory and Practice II

This course can be taken as an onward continuation of CTL1316H Global Education: Theory and Practice I, but also stands as a discrete course. The course will consider international perspectives on global education as well as definitions, models and schools of thought within proximate fields (specifically development, environmental, humane, media literacy, and citizenship education) and their implications for curriculum, teaching and learning process and schools as a whole. The nature of global education across the elementary and secondary curriculum will be explored. Finally, the characteristics of the global teacher and global school will be considered within the context of new thinking on school reform
D. Selby

CTL1400H Classroom Adaptations and Instructional Strategies

The focus of this course is teaching in regular elementary and secondary classrooms to which students bring diverse backgrounds, needs and skills. We will examine instructional effectiveness and its relationship to the techniques and strategies that accommodate student differences, both at the micro-level of teacher-student interactions, and at the macro-level of planning, monitoring and evaluating student progress.
A. Jordan, P. Stanovich

CTL1401H The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan, P. Stanovich and D. McGhie-Richmond

CTL1402H Adaptive Instruction in Inclusive Classrooms

In today's heterogeneous classrooms, teachers diversify their techniques of teaching, the content of lessons and their systems for evaluating student progress. The greater pupil diversity, the more teachers must adapt instruction. In this course, we will examine adaptive instruction at a macro(teaching methods) and micro-level (student-teacher interaction). Questions to be examined: What are the teacher's responsibilities for adapting instruction? What is an adapted or modified program? Is differential instruction of students discriminatory or essential? How might modified outcomes be evaluated and reported.
A. Jordan or P. Stanovich

CTL1403H Special Education and Social Representation of Difference

The purpose of this course is to examine how education and special education might be bound up with traditional view or social representation meaning that special educational needs or difficulties are essentially within pupils, within individuals. We will see how this view might arise from a lack of consideration or a misunderstanding of the educational/social context in which pupils and teachers interact. We will discuss the arbitrary features of labels and analyze the notion of disability and difference as a "transactional activity" that takes place between individuals, the labeled and the labeler. This course will draw upon sociological and historical examples to understand social representations of difference.
N. Belanger or P. Stanovich

CTL1600H Implementing Dynamic Web Interaction for Education

The Internet World Wide Web (WWW) is a medium for education which goes beyond retrieving static documents. This course explores how to create dynamic interactions for educational purposes, including Web "forms", server "CGI" processes, access of databases, real-time data and images, simulations, search engines, collaborative documents, and client-side (browser)

processes. Students will study and create interactive educational Web projects using programming languages including Perl in a Unix environment, JavaScript and Java, while exploring educational design issues.
Prerequisite: CTL1605 or permission of the instructor. Experience with Perl, Unix, HTML, and Web server management are useful background for the technical content and expectations of the course.
R.S. McLean

CTL1601H Instructional Technology: Computer-Based Instruction

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
E. Woodruff

CTL1602H Introduction to Computer Applications in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics representative of computer applications will be selected from the following: computers in the schools, educational software classification and evaluation, interactive instructional technologies, multimedia, curriculum applications, computer networks, Internet resources, computer-mediated communication, virtual reality, and artificial intelligence applications. It is strongly recommended that this course be taken early in the student's program.
NOTE: CTL1602 is required for all Masters students in the Computer Applications specialization unless explicitly waived.
L.E. Davie, J. Hewitt and R.S. McLean

CTL1603H Instructional Technology: Instructional Programming

Procedures for the selection and development of computer-based individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.
Staff

CTL1604H Instructional Technology: Video/Multimedia Design

A course on production of educational multimedia and its applications to education and training. Experience is provided in applying principles of instructional systems design and production to the creation and integration of images, video, sound and text in an educational project in the multimedia laboratory.
R.S. McLean

CTL1605H Internet Resources and Education

The internet is the worldwide connection of millions of computers in universities, colleges, schools, government, and commercial enterprises. This course provides experience accessing the internet and focuses on finding Internet World Wide Web (WWW) resources for use in education. Students will collect resources from the Internet and present them in an Internet Web site for access by others on the Internet.
R.S. McLean

CTL1606H Computers in the Curriculum

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs (of students, teachers, etc.) that computers can meet.
Prerequisite: CTL1602H or permission of instructor.
B. Durell or D. McDougall

CTL1607H Computer Studies and the Teaching of Programming

A discussion of issues related to computer studies and the role of computer programming instruction at the elementary, secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored. Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.
Staff

CTL1608H Instructional Technology: Instructional Design

Procedures involved in the systematic design of instruction and training will be covered. Discussion will focus on computer-based training and interactive multimedia, but other forms of instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.
J. Hewitt

CTL1609H Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE/UT's computer conferencing system.
B. Durell

CTL1610H Technology in Mathematics Education: Secondary

A critical examination of the role of technology in the teaching of secondary school mathematics, and its influence on curriculum content and on creating meaningful mathematics for diverse groups of students. Emphasis will be placed upon ways in which technology can be used to support learners in communicating about mathematics, in constructing and manipulating mathematical objects, and in carrying out mathematical reasoning.
R. Cohen

CTL1611H Computer-Mediated Distance Education

The use of computer mediated communication for the delivery of distance education courses by schools, colleges, universities and organizations in the private and public sectors. Topics will include: adult learning theory, cooperative learning theory, the educational use of Internet resources, and the technological tools available for supporting distance education delivery.
Prerequisite: CTL1602 or permission of instructor.
L. Davie

CTL1612H The Virtual Library (Non-Credit)

The Virtual Library is a seven module course addressing students' information retrieval needs in a rapidly-changing technological environment. The course covers hardware and software requirements; access to online catalogues, online databases; electronic journals and theses; educational resources on the World Wide Web; bibliographic software packages and the new requirements for citing electronic publications.
M. Wahlstrom and staff

CTL1797H Practicum in Curriculum: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.
NOTE: Inquire at the department office at least two months before the beginning of term.
Staff

CTL1798H Individual Reading and Research in Curriculum: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in CTL1798 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.
Staff

CTL1799H Special Topics in Curriculum: Master's Level

A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL1798, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.
Staff

CTL1800H Research Colloquium in Curriculum and Instruction

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff

CTL1801H Action Research and Professional Practice

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.
J. Weiss

CTL1802H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas.
NOTE: Recommended for Ed.D. students in their resident year and for Ph.D. students usually in the second year of residence.
J. Weiss

CTL1803H Research Seminar in Reading

This course is designed to survey current models of reading and reading acquisition. The focus is on basic research on reading, particularly that deriving from perspectives in cognitive and developmental psychology. The course will cover basic methods and theoretical principles of cognitive psychology most relevant to models of the reading process. Students will conduct an in-depth analysis of a specific research problem related to reading theory.
K.E. Stanovich

CTL1804H The Linguistic Analysis of Interaction in Educational Settings

In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behavior can be evaluated against both purposes and outcomes. The course aims to provide both an introduction to theoretical work in the field and an opportunity to apply some of these ideas to the analysis of interactional data.
Prerequisite; Permission of instructor.
Staff

CTL1805H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite: Permission of instructor.
Staff

CTL1806H Seminar on Sociocultural Theory and its Applications to Educational Research and Practice

Starting with Vygotsky's theorizing of learning and the appropriation of cultural practices and knowledge through engagement in purposeful social activity, this seminar will examine contemporary developments in sociocultural theory as they bear on educational research and practice, with particular critical attention being given to the examination of such key concepts as "apprenticeship," "scaffolding," and "the zone of proximal development." The aim will be to develop a theoretical framework within which to explore the relationships between classroom practices of teaching-and-learning, student and program evaluation, and teachers' professional development. The theory will also be drawn on to examine such current emphases in educational practice as "active learning," "whole language," and "cooperative learning."
Staff

CTL1807H The Curriculum of Non-School Settings

Non-school learning settings are increasingly seen as important connections to the formal school site, and as valuable in and of themselves. There has been little attention paid to how these sites are curricular settings. Emphasis will be on conceptualizing curricular approaches and applications in concrete situations.
J. Weiss

CTL1808H Curriculum Innovation in Teacher Education

This course addresses the content, structure and strategies of recent innovations in preservice teacher education programs. Specific innovations in instruction, field-based activities and school-university relationships are critically examined in relation to changing and sometimes competing conceptions of teaching, learning to teach, and teacher education programs.
D. Thiessen

CTL1820H Research in Special Collections of Children's Literature

Applied research in children's literature in special collections is the course focus. All content and work is characterized by and limited to "access in special collections only." Students with extensive knowledge in the field of children's literature with both breadth and depth in that knowledge will pursue topics of individual interest.
J.A. Wilkinson

CTL1821H Imagination, Language and Learning

In order to rethink and redefine the concept of imagination, this course examines theories of the imagination and the history of the imagination. The effort is to find the meeting place between imagination and language in order to understand how learning evolves in all areas of our lives. The context for the course is the contemporary crisis of the subjugation of the imagination for instrumental purposes. Readings will be drawn from education and the humanities. The aim of the course is to discover small, mutative beginnings within learning situations for re-awakening the imagination.
V. Darroch-Lozowski

CTL1822H Postmodern Presentations of Culture

This course examines postmodern presentations of culture in current social life, primarily through an examination of a series of feature-length films. The mode of inquiry in the course focuses upon the viewer's response to the structure of a film. The study of the postmodern will be conducted through poststructural thinking in the human sciences and through phenomenology and hermeneutics. Seminar meetings will be devoted to discovering postmodern interpretive processes within culture and consciousness. Features of the postmodern to be examined include: the loss of the unified self, the significance of history and memory, decentred social life, and the awareness of the presence of nihilism within social life and human existence.
V. Darroch-Lozowski

CTL1823H Arts and Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.
J.A. Wilkinson

CTL1824H Research Seminar in Holistic Arts Therapies Education

Critical analysis of research in holistic arts therapies education intended (a) to broaden knowledge of research in the discipline, and (b) to increase awareness of the various methodologies used in this area. The course is designed for those pursuing thesis or formal research in this area. Assessment includes review of the literature on a specific issue and planning a study on a relevant topic.
NOTE: Prior or concurrent study in research methodology is recommended.
Prerequisite: CTL1100
J.A. Wilkinson

CTL1825H The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.
J. Miller

CTL1826H Colloquium in Arts and Education

This colloquium, which is intended for thesis students, provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.
Prerequisite: Permission of the instructor.
J.A. Wilkinson

CTL1827H Concepts in Holistic and Aesthetic Education

This course provides a conceptual foundation for holistic teaching and learning and for the arts (visual arts, drama, poetics and literature). It examines knowledge systems based on an integrated perspective of mind, body, and soul. It will include western, eastern, and indigenous ideas. The course is intended to offer procedures for organizing ideas and constructing analyses for educational research and development projects.
Staff

CTL1840H Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically research on gender issues, on approaches to teaching mathematics and sciences, and on psychological and social factors related to the participation of women in mathematics and science.
G. Hanna

CTL1841H Research Seminar in Science Education

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars on their research interests.
D. Hodson, E. Pedretti and L. Bencze

CTL1860H Pedagogical Futures for English Studies: Rethinking English at the Secondary School Level

Dominant language and literature teaching methods tend to emphasize personal response and naturalistic approaches to language and literature. This course explores literature and language pedagogies as historically constituted artifacts or "discourses." Situating English studies in relation to other social discourses, the course examines this area of cultural study in terms of its gender, race, class, and ethnic dynamics as these pertain to texts, teachers, and learners. In particular, theories of discourse and genre, feminist aesthetics, and recent theories of language and subjectivity are considered as alternative positions from which to make sense of textuality, literacy, and the language of the classroom.
R.J. Morgan

CTL1861H Critical Ethnography

An ethnography - of a community, classroom, event, program - seeks to describe the set of understandings and specific knowledge shared among participants that guide their behaviour in that specific context. The value of ethnography as a research method lies in its holistic view of the particular culture, cultural situation or cultural event under study. Critical ethnography is fundamentally concerned with questions of education and inequality. It seeks not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into the concerns of critical ethnography and learn about conducting and writing critical ethnography by reading and discussing studies that explore the relationship between education and ethnicity, gender, class, race and minority languages.
T. Goldstein

CTL1862H Pedagogies of Space and Place

This course takes the etymology of "curriculum" as "a course to be run" as an invitation to explore a host of spatial-educational issues roughly grouped under three headings: spatial practices (urban, architectural, digital), spatial representations (e.g. in the media) and alternative spatial imaginaries. These three dimensions are regarded as essential, neglected aspects of pedagogical processes. Central here are questions of how spatial dynamics intersect with theories of race, class, gender, and other forms of difference to create socio-spatial zones of becoming such as here and away, public and private space, pure and illicit, antiquated and futuristic, urban and the rural, landscape and leisure, local and global. These spatial divisions are regarded as basic meaning-making practices. Course readings are intended to develop theoretical perspectives on the role played by spatial practices in social becoming. The overall approach is interdisciplinary, drawing on work in Cultural and Media Studies, Cultural Geography, Curriculum Studies and Philosophies of Space. Course evaluation is based on a variety of projects and/or essays negotiated with the instructor.
R. Morgan

CTL1880H Analysis of Instruction

In this doctoral level course, current research about how teachers accommodate diversity will be examined from both quantitative and qualitative paradigms and theoretical perspectives. The focus will be on the elementary and secondary classroom, and on the inclusion of students with special needs, but this focus does not preclude other settings or interests. Students will be encouraged to examine their own epistemological and pedagogical beliefs, to examine the literature critically to make the case for a research agenda and design a study in the field.
A. Jordan

CTL1920H Research Seminar in Interactive Systems for Education

Principles and practice of user interface design as applied to educational software. Students will undertake a research or development project in an area of human/computer interfaces.
R.S. McLean

CTL1921H Computer-Supported Intentional Learning Environments

Computer-supported intentional learning environments have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase students' abilities to monitor, control, and improve their own learning. In this course students will help design, pilot test, and revise intentional learning environments.
M. Scardamalia

CTL1922H Instructional Technology: Seminar in Interactive Video/Graphics

Current research and applications in the use of non-textual electronic media in the individualized instructional process will be analyzed. Specific considerations will relate to cognition and visual perception, the person- machine interface, instructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected sub-topic.
Staff

CTL1923H Technology Supported Environments for Situated Learning

Learning environments supported by computer technology that promote knowledge construction that is situated in activity and in culture will be studied. Recent research literature on various models for such learning environments will be examined, and practical applications in schools and other educational settings will be considered. Students will have to carry out individual or group projects focused on practical applications of such environments.
R.S. Cohen

CTL1924H Research Issues in Educational Computer-Mediated Communication

A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE/UT's computer conferencing system.
Prerequisite: CTL1609 or permission of instructor.
L.E. Davie or R.S. McLean

CTL1925H Doctoral Seminar: Research Issues in Computer Applications (Pass/Fail)

Doctoral students specializing in Computer Applications in Education are normally required to take this seminar as preparation for the comprehensive examination requirement. The seminar requires adequate skills and knowledge in both the student's field of concentration and in the skills of research. As a prerequisite to the seminar, the student should have: (a) completed at least two courses in Computer Applications; and (b) completed at least one course in research methodology. The seminar offers a critical examination of current theories and practices, research design and methodological issues in the field of educational applications of computer technology. Through literature reviews, article and thesis critiques, presentations by guest speakers and by class members, group work and informal

class discussions, students will be able to integrate and deepen their understanding in these areas. This will help prepare them for the comprehensive examination and for formulating their research plans and writing a thesis proposal.
R.S. Cohen, L.E. Davie or R.S. McLean

CTL1997H Practicum in Curriculum: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two months before the beginning of term.
Staff

CTL1998H Individual Reading and Research in Curriculum: Doctoral Level

Description as for CTL1798.
Staff

CTL1999H Special Topics in Curriculum: Doctoral Level

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1998, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

Master of Arts in Teaching (M.A.(T)) Program

Program Co-Coordinators:

P. Trifonas (CTL Department)
The M.A. Coordinator (English Department)

Core Faculty

R.L.M. Brown
G.E. Henderson
C. Kanaganayakam
D.M. McDougall
I.C. McDougall
R. Morgan
H. Murray
C. Percy
J.H. Reibetanz
N. Ten Kortenaar

The Master of Arts in Teaching or M.A.(T.) program is designed for the professional teacher of Language Arts and/or English. It includes a balance of contemporary educational, literary and literacy theories with content in English studies.

Admission Requirements

Applicants require:

a) A four-year bachelor's degree, or equivalent, in English, or English and another subject from the University of Toronto or another approved university.

b) A **mid-B** standing in English courses from the University of Toronto or another approved university.

c) One year of teaching experience or equivalent professional experience;

d) Two letters of recommendation, one from the applicant's undergraduate program;

e) Recent curriculum vitae which **must** include teaching experience after graduation.

Program Requirements

Students will be required to complete:

a) CTL5000Y History and Theory of the Study of English

b) the equivalent of two half-courses offered by the Master of Arts in Teaching program

c) the equivalent of two half-courses offered by the Curriculum program or Teacher Development program

d) the equivalent of two half-courses offered by the Graduate Department of English

NOTE: All requirements for the degree must be completed within six calendar years of first enrolment.

English Courses

Courses offered by the Graduate Department of English require balloting. Contact the Department of English for further details.

Courses

The following is a list of courses offered within the Master of Arts in Teaching (M.A.(T.)) program. Not all of the courses listed are offered in any given year.

CTL5000Y History and Theory of the Study of English

An investigation of the theoretical principles and practices of literary criticism that have informed the cultural history of the study and teaching of English. By problematizing the institutional, pedagogical and cultural history of English as a discipline, we will focus our attention on several major schools of thought within twentieth-century literary criticism. These will include New Criticism, Structuralism, Deconstruction, Poststructuralism, Psychoanalytic Criticism, Feminism(s), Marxism, New Historicism, Gay and Lesbian Theory, Postcolonialism, and Cultural Studies. Our examination of these various hermeneutic approaches to interpreting text and textuality will focus not only on understanding the methodologies of each, but also on identifying what is at stake in any given reading and for whom. That is, by asking questions such as, "What does a text mean?", and, "How does a text mean?" from different theoretical perspectives, we will interrogate the ways and means whereby the act of literary criticism reproduces and institutionalizes as well as challenges and transforms cultural values of English as a discipline of study.
P. Trifonas and R. Morgan

CTL5001H Approaches to Shakespeare

A study of selected Shakespearean plays. Questions concerning the historical and literary contexts of the plays as dramatic or performative texts will be addressed. Close attention will be given to the dramatic sources and structures of the plays including a consideration of their stage histories and adaptations.
J.H. Reibetanz

CTL5002H The Origins of Modern English

A survey of English linguistic theory. The course begins with an examination of contemporary English and traces in reverse chronological order developments in the language between the present day and the Old English period. Emphasis will be placed upon the significance of linguistic change for the study of literature.
D.M. McDougall or I.C. McDougall

CTL5003H Approaches to Narrative

A study of various critical and theoretical approaches to the interpretation, analysis, and teaching of prose fiction. Underlying concerns are the relation of the reader's experience of the text to the text itself, the relevance of critical theory to analyzing and reflecting on the sources of that relationship, and an exploration of ways of addressing and mobilizing these considerations in the interpretation and teaching of narrative texts.
Staff

CTL5004H Approaches to Poetry

Explorations in the close reading and analysis and the discussion of poetry, emphasizing the indivisibility of content from the means of expression. Poetry of all kinds and from several English-speaking countries will be sampled; different approaches to the interpretation and evaluation of poetry will be tested. There will be consideration of the differences between three kinds of reading: reading poems (the uniqueness of the poem); reading the poet (the distinctiveness of a poetic oeuvre); reading the age (the poetic style and character of a particular literary period).
R.M. Brown or M.C. Kirkham

CTL5005H Approaches to Canadian Writing

A study of Canadian writing across literary genres and sub-genres. The course introduces students to the various and shared ways in which Canadian writers have re-written personal and cultural histories. The representation and articulation of various ethnic, gender and regional identities and communities within a range of contemporary Canadian fiction will be considered. The challenge of the course is to render the complexity of Canadian identities and of writing/re-writing specific Canadian histories from a variety of cultural, geographic, "classed", and gendered locations.
Staff

CTL5006H Studies in Mythology and Legend

Mythology, legend, and fairy tale are the creations of human consciousness that have informed the historicities and forms of literature across the space and time of culture and its diversity. The themes and shapes of myth, legend, and fairy tale found in novels, plays and poems, film, and other media productions of contemporary cultures will be studied.
Staff

CTL5007H Approaches to Drama

This course investigates the nature and variety of drama through an intensive study of selected plays drawn from a broad chronological and historical range—from Greek tragedy to the drama of the absurd, and from elaborately plotted comedy and tragic-comedy to pared-down works of character study or symbolic vision.
Staff

CTL5008H Teaching Writing

This course assumes that writing is a process that forms substance and that style is functional, not a mere ornament but an integral component of the writing and thinking process. To teach writing effectively, we need to understand how formal and stylistic structures function in creative and communicative processes that are both individual and social. This course seeks to integrate models of composition into a pedagogy that regards writing as at once process, structure and strategy. Such an understanding of composition has important implications for how we teach writing in the classroom, and spelling out these implications will be the aim of the seminar.
G. Henderson

CTL5009H Approaches to Women's Writing

This course deals with three approaches to women writers. The first, with which most participants will be familiar, is "textual" study - of genre, language, figuration, for example. The second is "production" study, which involves thinking about women's writing in terms of their historical and material circumstances and lived experience. The third approach is "reception" study, which involves thinking in a more general way about how women have been read and reviewed: the more specific question of women's

reading and interpretive practices may also be considered under this heading. Consideration of the role of women in education, and particularly as students and teachers of literature, will frame these discussions.
Staff

CTL5797H Practicum in Master of Arts in Teaching Program: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks before the beginning of the session.
Staff

CTL5798H Individual Reading and Research Course in Master of Arts in Teaching: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area not already covered in the courses listed for the current year.
Staff

CTL5799H Special Topics in Master of Arts in Teaching Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of the Master of Arts in Teaching not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL5798, which is normally conducted on a tutorial basis.
Staff

Master of Teaching in Human Development and Curriculum (M.T.) Program

Program Co-coordinators

D. McDougall (CTL Department)
E. Woodruff (HDAP Department).

Core Faculty

M. Ferrari
S. Peterson
C. Rolheiser

Associate Faculty

M.L. Arnold
T. Goldstein
A. Jordan
M. Peterson-Badali
M. Scardamalia
E. Smyth

The Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology offer a two-year Master of Teaching (M.T.) degree in Human Development and Curriculum. Upon successful completion of this program, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools. The cooperating departments contribute courses, provide facilities and provide supervision for graduate research. Students are admitted to the program through either of the two departments.

The Human Development and Curriculum program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The program provides students with a strong conceptual grounding in human development, cognitive psychology, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers (MRP).

Admission Requirements

Applicants are admitted under SGS general regulations. Applicants normally must have the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. Given the limited number of students in this program, not all eligible applicants can be admitted.

Applicants apply for admission to this program through either the Department of Curriculum, Teaching and Learning or the Department of Human Development and Applied Psychology. Admission and degree requirements for the program are the same for both departments. Because applicants are applying to a teacher education program they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
b) a photocopy of a certificate of change of name where applicable
c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE: Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.

NOTE: A criminal record check is required for certification by the Ontario College of Teachers.

Specializations

Applicants must select **one** of the following specializations:

- ✦ **Primary/Junior** (junior kindergarten to grade 6).
- ✦ **Junior/Intermediate** (grades 4 to 10).

Applicants to the Junior/Intermediate specialization must select **one** teaching subject from the following list:

English (First Language)
Prerequisites: Two full university courses in English

French (Second Language)
Prerequisites: Five full university courses in French as well as written and spoken proficiency demonstrated through tests administered at the time of admission

Geography
Prerequisites: Two full university courses in Geography

Health and Physical Education
Prerequisites: No prerequisites are required

History
Prerequisites: Two full university courses in History

Mathematics
Prerequisites: Two full university courses in Mathematics

Music - Instrumental
Prerequisites: Two full university courses in instrumental Music or demonstrated proficiency in brass, winds and strings

Music - Vocal
Prerequisites: Two full university courses in Music or appropriate background in Music

Science-General
Prerequisites: Three full university courses in Science.
NOTE: Only Science-General is offered at OISE/UT

Visual Arts
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Program Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and two electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Core Courses

Descriptions of courses with the prefix CTL can be found on pages 64 and 78, those with HDP can be found on pages 107 - 115.

Curriculum, Teaching and Learning

CTL1011H	Anti-Discriminatory Education in School Settings
CTL1019H	Authentic Assessment
CTL7000Y	Curriculum and Teaching
CTL7001H	Collaboration, Curriculum, Community and Teaching
CTL7003H	Conceptual Basis for Methods of Teaching in Primary, Junior and Intermediate Classrooms

Human Development and Applied Psychology

HDP1201H	Child and Adolescent Development
HDP2280H	Introduction to Special Education and Adaptive Instruction
HDP2288H	Reflective Teaching and Analysis of Instruction
HDP7002H	Ethical, Legal and Professional Issues in Education
HDP7004Y	Practicum in Schools
HDP7005Y	Practicum Internship

Elective Courses

The two electives are selected from course offerings in the Departments of Curriculum, Teaching and Learning and/or Human Development and Applied Psychology. Choice of electives is contingent upon the approval of the student's faculty advisor.

Courses

The following course descriptions are for those courses numbered in the 7000 series. Descriptions of the other required courses can be found in the appropriate section of this ***Bulletin*** i.e., courses with the prefix CTL can be found in the Curriculum Program section, page 64; those with HDP can be found in the Human Development and Applied Psychology section, pages 107 - 115.

CTL7000Y Curriculum and Teaching

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing curricula for students in grades K to 10. Basic areas of the elementary curriculum will be introduced, including arts (drama, music, physical education and visual arts), communications mathematics and science. Additionally, the course explores classroom management and illustrates methods for curriculum planning and development including practical assessment strategies.
NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

CTL7001H Collaboration, Curriculum, Community and Teaching

This course will enable students to analyze the interrelated conditions that shape the classroom context specifically and educational change generally. The impact of community and collaboration upon the curriculum and role of the teacher are studied in detail. Topics include cooperative learning, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school.
NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

CTL7003H Conceptual Basis for Methods of Teaching in Primary/Junior or Junior/Intermediate Classrooms

This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula in the Primary and Junior Divisions (Junior Kindergarten to Grade 6) or Junior and Intermediate Divisions (Grades 4-10). Instruction is given in general methods and specific approaches to teaching. Junior/Intermediate students will specialize in one of the subject areas listed in Schedule A of Regulation 184 of the Education Act. Opportunities to observe and participate in the activities of the elementary school classroom will be provided to consolidate conceptual understanding and develop skills in the applied delivery of curriculum.
NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

Measurement and Evaluation Program

Program Coordinator:
R.G. Wolfe

Core Faculty
M.-J. Berger
R. Childs
G. Hanna
T.C. M. Lam
P. Nagy
S. Nishisato
M.W. Wahlstrom
R.G. Wolfe

Associate Faculty
S. Churchill
L. Earl

The Measurement and Evaluation Program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the Master's Degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theories and methods. For the Doctoral degree, students are expected to specialize in either Measurement or Evaluation. The Measurement specialization is for those interested in quantitative methods and theory, including psychometric and statistical theory. The Evaluation specialization is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both quantitative and qualitative methodologies.

Master of Education

Applicants are accepted under SGS general regulations which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Applicants with an appropriate three-year University of Toronto bachelor's degree or its equivalent may also be accepted. The M.Ed. program may be undertaken on a full or part-time basis, and consists of eight half-courses plus a research project/paper.

Candidates are ordinarily required to take courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H. Students who have not studied statistics at least to the level of course CTL2004H must take CTL2004H as an extra course. Additional study may be required either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 19 - 24.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Master of Arts

Applicants are accepted under SGS general regulations. The usual admission requirement for the M.A. is a four-year bachelor's degree in mathematics, statistics, computer science, or a relevant social or behavioral science. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program. The M.A. program may be undertaken on a full-time or part-time basis and consists of six to eight half-courses and a thesis.

Candidates are ordinarily required to take courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H. Students who have not studied statistics at least to the level of course CTL2004H must take CTL2004H as an extra course. Additional courses may be required of some candidates. All requirements for the degree must be completed within five calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 19 - 24.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Doctor of Education

The Ed.D. program is designed for practicing social service professionals who wish to acquire knowledge and skills at the doctoral level in measurement and evaluation, with emphasis on applying these to research and practice. Applicants will ordinarily have a minimum of three years professional experience in education prior to application. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program normally consists of eight half-courses. Candidates are expected to have taken courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H or their equivalents. Students lacking one or more of these courses are required to take them in addition to the regular doctoral program, which must include at least four CTL2800-level courses. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The ideal arrangement is for Ed.D. applicants to begin their program on a part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 19 - 24.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Doctor of Philosophy

The Ph.D. program emphasizes theoretical concerns of the fields of measurement and evaluation. A University of Toronto M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program normally consists of six half-courses. Candidates are expected to have taken courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H or their equivalents. Students lacking one or more of these courses are required to take them in addition to the regular doctoral program, which must include at least four CTL2800-level courses in addition to CTL2808. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ph.D. program must be initiated on a full-time basis and requires two consecutive years of full-time study. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 19 - 24.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Courses

The following list demonstrates the range of courses offered within the Measurement and Evaluation program. Not all of the courses listed are offered in any given year.

CTL2002H Alternatives to Quantitative Evaluation in Education

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with fieldwork.
Staff

CTL2003H Measurement and Accountability

An examination of principles of measurement and their relationship to major issues in accountability, such as the validity of comparative international and national studies, the influence of external examination, and the effects of large-scale testing on students and the curriculum. The course is intended for both Measurement students and others.
P. Nagy and R. Childs

CTL2004H Elements of Statistics

Techniques for data exploration and description, basic theory behind hypothesis testing and confidence intervals, and common confirmatory techniques (correlation, simple linear regression, one-way analysis of variance). Students are expected to learn to use the MINITAB statistics package or equivalent.
P. Nagy, R. Childs, R.G. Wolfe, R.E. Traub or staff

CTL2005H Applied Dual Scaling (Pass/Fail)

Application-oriented introduction to dual scaling and its rationale, with illustrations, for optimal quantification of different types of qualitative data, practicum in data analysis, interpretation of the scaling outcomes, and class presentations. This course is intended for both Measurement students and others.
S. Nishisato

CTL2006H Fundamentals of Program Planning and Evaluation

This course is organized around the various components of program planning and evaluation for education and the social and health sciences; needs, evaluability, process, implementation, outcome, impact and efficiency assessments. Data collection methods such as the survey, focus group interview and observation are introduced.
T. Lam or staff

CTL2007H Research Methods in Education

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.
T. Lam or staff

CTL2008H Data Analysis in Education

This course focuses on the development of essential data management and programming skills. Creation of code books, effective use of computer packages and programming syntax in data manipulation, and professional standards of research documentation are emphasized.
Prerequisite: Concurrent registration in CTL2001 (non-credit) or permission of the instructor.
R. Childs or staff

CTL2009H Instrument Development in Education

An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item analysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.
R.E. Traub or staff

CTL2010H Research Issues in Alternative Assessments

A review of research and issues in using alternative assessments in classroom and accountability testing, in competency testing and quality assurance, and in program evaluation, for education and the social and health sciences. These alternative assessments include performance, authentic, portfolio, self, peer, group, and individualized assessments.
T. Lam and staff

CTL2011H Path Analysis

This course is designed for graduate students who do not specialize in statistics but who need a significant familiarity with those statistical techniques known collectively as "path analysis", "Structural equation modeling", "causal modeling" or "analysis of covariance structures". The primary objective of this course is to give students (1) the ability to recognize situations where these techniques may be useful in research; (2) an appreciation for the roles of sound theory and sound measurement in making these techniques useful; (3) an understanding of the limitations of these methods; (4) the ability to use available software in conducting research; and (5) the ability to understand published research using these techniques. LISREL software with the intuitive Simple Lisrel (SIMPLIS) software will be used. The course is open to graduate students from all departments. (Desirable prerequisite: undergraduate course in statistics or CTL2004H.)
Staff

CTL2797H Practicum in Measurement and Evaluation: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL2798H Individual Reading and Research in Measurement and Evaluation: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL2799H Special Topics in Measurement and Evaluation: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year.

NOTE: This course does not fulfil the purpose of CTL2798, which is normally conducted on a tutorial basis.

Staff

CTL2800H Structural Equations with Latent Variables

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads to the standard problems of estimation and hypothesis testing for structural coefficients and for overall model fit. It also includes consideration of more general recursive and non-recursive path analysis models.

Staff

CTL2801H Test Theory

Seminar on recent advances in test theory. Topics include classical test theory, generalizability theory, and item response theory, with applications to educational research problems.

NOTE: Desirable background: CTL2808H or equivalent.

R.E. Traub

CTL2802H Performance Assessment

An examination of the technical issues that arise in using performance assessment in the classroom, in large-scale assessment programs, and in program evaluation. Topics addressed include definition and conceptualization, scoring rubric construction, evidential and consequential validity, generalizability, bias and fairness, comparability, and standard setting.

Prerequisite: CTL2009 or equivalent, or permission of instructor.

T. Lam

CTL2803H Models and Issues in Program Evaluation

A comparison of evaluation models and a study of related technical issues and topics such as outcome-based evaluation, mixed methods, measurement of change, validity typology, impact assessment, logic modeling, training evaluation, multilevel analysis, cluster evaluation, and meta-analysis and meta-evaluation.

Prerequisite: CTL2006 or equivalent, or permission of instructor.

T. Lam and staff

CTL2805H Scaling Theory

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures.

Prerequisite: Either CTL2005 or CTL2008, or permission of instructor.

R. Childs

CTL2806H Evaluation of Educational Policies

Case studies including Third World settings illustrate use of qualitative and quantitative data in the context of organizational theory. The seminar emphasizes gathering and interpreting data from multiple sources (qualitative and quantitative). Intended for students interested in master's and doctoral research leading to recommendations about policy, curriculum reform, teacher training and/or resource allocation at any level: within individual schools, districts (school boards), regions, provinces/states or nations, as well as within colleges, universities and ministries.

S. Churchill

CTL2807H Applied Research Design and Data Analysis

This seminar is intended primarily for doctoral students. The are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of selected topics in data analysis, e.g. exploratory analysis, logistic regression, multilevel modeling, and recent advances in some of the techniques introduced in course CTL2008 and CTL2808.

Prerequisite: CTL2808, or permission of the instructor.

R. Childs

CTL2808H Intermediate Statistics and Research Design

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.

Prerequisite: CTL2004 or equivalent, or permission of instructors.

R. Childs, R.G. Wolfe, R. Traub or staff

CTL2809Y Multivariate Analysis with Applications

Multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, and general linear models, are discussed with application to data.

Prerequisite: CTL2008, CTL2808, or permission of instructors.

R.G. Wolfe

CTL2810H Seminar in Evaluation Problems

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.

Prerequisite: CTL2803 or equivalent.

NOTE: Practicum CTL2997 and Seminar CTL2810 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.

Staff

CTL2811H Seminar in Measurement and Experimental Design

Consideration of theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.

Staff

CTL2812H Scaling Methods

Theory and application of unidimensional and multidimensional scaling techniques, including advanced item response theory (IRT), dual scaling, and multidimensional scaling.

R. Childs

CTL2813H Measurement and Educational Policy

This course concerns policy decisions made on the basis of educational assessment data. It focuses on three roles of assessment, for gatekeeping, for accountability, and for instructional improvement, with a view to the major concerns of accuracy, fairness and curricular impact. The course also deals with recent attempts to re-conceptualize validity and reliability in light of performance assessment. Within the category of gatekeeping, we will examine minimal competency graduation requirements, external examination systems, and school-awarded grades. With respect to accountability, we will examine international assessment data, school comparisons, value-added and schools-like-me models, and indicator systems. The consideration of instructional improvement will include school profile analysis, analytic scoring systems for performance systems, and alternatives to centrally-scored assessments. Students should have an understanding of basic concepts such as those found in CTL2009 and CTL2808.
P. Nagy

CTL2997H Practicum in Measurement and Evaluation: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Examples of typical activities are developing an evaluation project and/or acting as research assistant and advisor to educational bodies or agencies.
NOTE: Arrangements for this practicum are made through the Practicum Coordinator. Inquire at department office at least two months before beginning of term.
Staff

CTL2998H Individual Reading and Research in Measurement and Evaluation: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL2999H Special Topics in Measurement and Evaluation: Doctoral Level

A course designed to permit the study, (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL2998, which is normally conducted on a tutorial basis.
Staff

JCT2000H Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable. This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS
L. Earl and R. Wolfe

JCT2001H Using Classroom Assessment to Enhance Student Learning

This course will focus on theory, research and practice connecting classroom assessment to student learning. It will include 1) understanding a variety of classroom assessment strategies; 2) identify learning expectations and indicators; 3) matching assessment to expectations; 4) assessing students' work and 5) using feedback strategies for learning.
Lorna Earl and Ruth Childs

JCT2800H Advanced Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable. This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed. Admin.) Program in TPS
Lorna Earl and Richard Wolf

JHC1251H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

JTE1952H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.
M. Heller

Second Language Education Program

Program Coordinator and Head, Modern Language Centre:
Alister Cumming

Core Faculty
S. Churchill
J. Cummins
A. Gagné
N. Labrie
S. Lapkin
N. Spada
M. Swain
M. Turnbull

Associate Faculty
M. Heller, Sociology and Equity Studies in Education
E. Geva, Human Development and Applied Psychology

Studies in Second Language Education (SLE) focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies and planning, and student and program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy. The Second Language Education program links with resources and research in the Modern Language Centre, where most of the faculty are located. The Modern Language Centre Resource Collection and la Collection Franco-Ontarienne are located in the OISE/UT Education Commons.

The program offers four degrees: the M.Ed., M.A., Ph.D. and Ed.D. (The program requirements described below apply to students beginning in 1998 and thereafter; students previously registered in the program follow regulations describing Second Language Education as a specialization within the Curriculum Program in versions of the OISE/UT *Bulletin* prior to 1998.)

Master of Education

Applicants are accepted under SGS general regulations, which specify an appropriate four-year University of Toronto bachelor's degree or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto **mid-B or better** in the final year. Applicants with an appropriate three-year University of Toronto bachelor's degree or its equivalent may also be accepted. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.Ed. program consists of eight half-courses plus a major research paper (MRP); one of the courses must be either CTL 3000H Foundations of Bilingual and Multicultural Education or CTL 3002Y Methodology and Organization of Language Teaching. Students must take a minimum of four half-courses within the SLE program. The M.Ed. program may be taken on a full or part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 19 - 24.)

Master of Arts

Applicants are accepted under SGS general regulations. Admission normally requires a four-year University of Toronto Bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. Enrolment in the M.A. (rather than M.Ed.) program is advisable for students expecting to pursue a doctorate in the future. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.A. program may be undertaken on a full-time or part-time basis and consists of eight half-courses and a thesis. Students must take a minimum of four half-courses within the SLE program. Courses must include CTL3001H Research Colloquium in Second Language Education, Masters Level plus a course in research methods relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H, CTL3803H, CTL3807H, CTL4005H, CTL4802H or CTL4805H. A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE graduate program coordinator and either their faculty advisor or thesis supervisor. All requirements for the degree must be completed within five calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 19 - 24.)

Doctor of Philosophy

Individuals pursuing the Ph.D. typically wish to be university professors in this field. Applicants are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a Qualifying Research Paper (QRP). Ordinarily, applicants will have a minimum of two years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The Ph.D. involves six to eight half-courses (depending on previous experience and academic qualifications), comprehensive exams and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE program. Students are required to take CTL 3801H Research Colloquium in Second Language Education, Doctoral Level as well a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H, CTL3803H, CTL3807H, CTL4005H, CTL4802H or CTL4805H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE graduate program coordinator and either their faculty advisor or thesis supervisor. Two consecutive years of full-time study are required at the beginning of the program, during which time students usually complete course requirements, pass the comprehensive exam, prepare a thesis proposal and form a thesis committee. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 19 - 24.)

Doctor of Education

The Ed.D. is intended for individuals who have already established a professional career in Second Language Education and wish to make aspects of their professional practice the subject of their graduate studies and thesis research. Candidates are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a Qualifying Research Paper (QRP). Ordinarily, applicants will have a minimum of three years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The Ed.D. ordinarily involves eight half-courses (depending on previous experience and academic qualifications), comprehensive exams and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE program. Students are required to take CTL 3801H Research Colloquium in Second Language Education, Doctoral Level as well as a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H, CTL3803H, CTL3807H, CTL4005H, CTL4802H or CTL4805H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirement will be required to obtain the approval of both the SLE graduate program coordinator and either their faculty advisor or thesis supervisor. The Ed.D. requires two consecutive sessions (i.e., one academic year) of full-time study at some point during the program. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 19 - 24.)

NOTE: Other courses may be taken in other programs in the Department of Curriculum, Teaching and Learning; other Departments at OISE/UT; in the Departments of Linguistics; Anthropology; or in language departments at the University.

Courses

The following is a list of courses offered within the Second Language Education program. Not all of the courses listed are offered in any given year.

CTL3000H Foundations of Bilingual and Multicultural Education

Foundation course for the Second Language Program, also open to students from other programs. The course is offered for students particularly concerned with issues of second language instruction, education for minority populations, and pluralism in education, defined in terms of language, culture (including religion), or ethno-racial origin. The emphasis is on study of major foundational writings that have shaped current thinking about these topics and on deriving implications for reflective teaching practice.
S. Churchill

CTL3001H Research Colloquium in Second Language Education: Master's Level

This colloquium provides opportunities to become familiar with ongoing research, research methodologies, and curriculum activities in second-language learning and teaching.
S. Lapkin and M.K. Swain

CTL3002Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
A. Gagne, M. Turnbull or staff

CTL3003H Theory of Second-Language Teaching

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
Staff

CTL3004H Language Awareness and its Role in Teacher Development

The language awareness movement is based on the belief that a place should be found in the school curriculum for exploring the nature of language in general: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and second language learners, its role in society, its central importance as a tool for thinking and learning, etc. The aim of the course is to consider the potential of language awareness as a unifying concept which provides a common basis for first and second language education, and which plays an important role in teacher development.
Staff

CTL3005H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
Staff

CTL3006H Descriptive and Educational Linguistics of English

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language. A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.
Staff

CTL3007H Séminaire sur le language et la communication

Ce cours a deux buts principaux : (1) initier les étudiant(e)s aux sciences du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex. : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français.
Prérequis: très bonne connaissance du français.
N. Labrie

CTL3007H Seminar in Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
Staff

CTL3008H Critical Pedagogy, Language and Cultural Diversity

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.
J.P. Cummins

CTL3009H Education for Linguistic and Cultural Minorities: Comparative Policy Analysis

Educational policies, particularly curriculum policy, are studied for minorities in Canada, other industrialized nations, and Third/Fourth World nations. Emphasis is placed on practical aspects of school impacts of policies and on the role of the minorities in advancing their interests in the policy process controlled by others.
S. Churchill

CTL3009H L'éducation des minorités linguistiques et culturelles: l'analyse comparative de la politique éducative

Le cours en français traite en priorité de la politique et l'éducation en langue française destinée aux francophones, ainsi que de la politique entourant les programmes d'immersion en français. L'accent est mis sur les implications de la politique définie aux différents niveaux - fédéral, provincial, conseil scolaire - pour l'enseignement et le rôle de l'école dans la communauté. Oral proficiency in French is required; papers in English will be accepted by request.
S. Churchill

CTL3010H Second-Language Learning

This course examines theories and research in second language (L2) acquisition, including cognitive, linguistic, social, biological and affective variables that account for relative success in L2 learning. The role of instruction in L2 learning is also discussed.
N. Spada

CTL3011H Bilinguisme et éducation

Ce cours traite des diverses formes de l'éducation bilingue, surtout en ce qui concerne les questions et les résultats de recherche relatifs à l'éducation bilingue au Canada destinée aux francophones, aux anglophones, aux immigrant(e)s et aux autochtones. L'on traite également de l'impact du bilinguisme sur les processus cognitifs, les habiletés psycholinguistiques et la personnalité.
N. Labrie

CTL3011H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada - for English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
J.P. Cummins

CTL3012H Communicative Competence

This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks.
A. Gagne or N. Labrie

CTL3013H Second Language Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.
A. Cumming

CTL3013H Evaluation de la compétence langagière

"Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes : la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en général. À l'intérieur de chacun de ces domaines, les principaux instruments de mesure, l'usage approprié de ces instruments, et les questions clés sont étudiées. L'évaluation langagière en milieu minoritaire est un thème qui sera examiné plus particulièrement."
M.-J. Berger

CTL3014H Collaborative Learning in Second-Language Classrooms

The rationales for collaborative learning in second-language teaching contexts will be examined with particular reference to second-language acquisition theory and research. Students will experience collaborative learning in order to understand its advantages and disadvantages.
M.K. Swain

CTL3015H Seminar in Second-Language Literacy Education

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.
A. Cumming and J. Cummins

CTL3016H Minority Groups and Cultural Determinants of the Curriculum

This course will focus on the schooling of children from immigrant/ethnic backgrounds. It will emphasize family dynamics in the Canadian social and educational environment and the role of language, including ESL/FSL and the home language. Among groups to be considered are refugee children.
S. Churchill

CTL3018H Politique et aménagement linguistique

Ce cours porte sur l'étude de la pratique et de l'analyse de l'intervention humaine sur la langue ou sur les situations linguistiques. Notre objectif sera de mieux comprendre pourquoi et comment on en vient à élaborer des politiques linguistiques, quelles en sont les composantes et les principales étapes, et de quelle façon les politiques linguistiques se répercutent dans les programmes scolaires. Les cas que nous étudierons proviendront principalement de la francophonie, l'accent étant mis sur les expériences canadiennes, notamment au Québec et en Ontario. La question des droits scolaires en Ontario retiendra tout particulièrement notre attention.
N. Labrie

CTL3018H Language Planning and Policy

The study of language planning and policy-making is a relatively recent field and represents new realizations about how governments and other bodies have involved themselves in language issues. This course aims to provide some understanding of work in this field, the way in which it is developing and the problems it faces. The course will emphasize practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.
N. Labrie

CTL3019H Research Themes in Canadian French as a Second Language Education

The last twenty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education with particular attention being given to research methods (core, extended, immersion, and adult FSL).
S. Lapkin

CTL3020H Writing in a Second Language

This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.
A. Cumming or S. Lapkin

CTL3021H Pedagogical Grammar of French

This course offers FSL teachers the opportunity to deepen their understanding of the French language system, and to consider what teaching strategies and techniques can facilitate their students' learning of the language system without compromising the important emphasis on the experiential use of the language. French "grammar" is broadly defined to include aspects of the sound system, vocabulary, syntax and discourse (oral and written).
S. Lapkin

CTL3022H Languages in Aboriginal Education

This course introduces students to information about Aboriginal languages in Canada and structures of formal education for Aboriginal students. Trends in Aboriginal and official language use will be compared with expectations based on school language policies and implementation in terms of curriculum, teaching approaches, syllabus design, teacher hiring, and preparation. Implications of various social and political factors in aboriginal communities and their environments will be discussed. This course addresses issues in Aboriginal language maintenance and enhancement in Canada with special emphasis on the role of the school. Matters relating to official language education are also considered. Examples from indigenous language communities outside of Canada will be included.
Staff

CTL3023H Le Français Canadien d'un Point de Vue Educatif et Sociolinguistique

Ce cours a pour but de familiariser les étudiantes et étudiants aux caractéristiques principales du français canadien. Il s'agit d'abord d'en retracer les origines et l'évolution historique, puis d'en dégager les principaux traits, du point de vue lexical, phonétique, morphosyntaxique et discursif. Nous examinerons en outre des phénomènes sociolinguistiques entourant la construction de la norme et l'insécurité linguistique. Ce cours se veut aussi une initiation pratique à la recherche sociolinguistique appliquée au français canadien et une réflection sur ses implications pédagogiques.
N. Labrie

CTL3797H Practicum in Second Language Education: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL3798H Individual Reading and Research in Second Language Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL3799H Special Topics in Second Language Education: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL3798, which is normally conducted on a tutorial basis.
Staff

CTL3800H Second Language Classroom Research

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.
M.K. Swain

CTL3801H Research Colloquium in Second Language Education: Doctoral Level

This colloquium provides opportunities for students to learn about ongoing research in second language education and to pursue the study of a research area of interest to them.
M.K. Swain and S. Lapkin

CTL3802H Research Seminar in Multilingual/Multicultural Education

A critical analysis of research on multilingual/multicultural phenomena intended (a) to broaden students' knowledge of advanced research in the area, and (b) to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.
J.P. Cummins

CTL3803H Ethnographic Research in the Language Disciplines

The goal and main assignment of this course is the development of a draft thesis proposal for doctoral research in first or second language topics. Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.
Staff

CTL3804H Advanced Colloquium in the Educational Linguistics of English

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.
Staff

CTL3805H Aspects of Second-Language Acquisition

This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice.
Prerequisite: Permission of instructor.
N. Spada

CTL3806H Sociocultural Theory and Second Language Learning

This course will examine aspects of second language learning (SLL) from the perspective of a sociocultural theory of mind. Key concepts from sociocultural theory, for example zone of proximal development (ZPD), scaffolding, private speech, and mediation will be considered as they relate to SLL. Relevant writings of Vygotsky, Leont'ev, Cole, Donato, Lantolf, van Lier, Wertsch and others will be read in depth.
M. Swain

CTL3807H Processing Second Language Data

For thesis students (M.A., Ph.D., or Ed.D.) preparing to do empirical research on second language learning, instruction, and/or curriculum, this course reviews and provides experience with relevant techniques for data collection (e.g. focus groups, interviewing, verbal reports, observation, discourse analysis, questionnaires, tests); data analyses (e.g., coding, profiling, summarizing, reliability and verification checks, validation), and addressing ethical issues in research with humans.
A. Cumming

CTL3997H Practicum in Second Language Program: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL3998H Individual Reading and Research in Second Language Program: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL3999H Special Topics in Second Language Program: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL3998, which is normally conducted on a tutorial basis.
Staff

Teacher Development Program

Program Coordinator and Head, Centre for Teacher Development:
C.T. Patrick Diamond

Core Faculty
C. Beck
K. Cooper
M. Connelly
G. Feuerverger
B. Kilbourn
M. Kooy
C. Kosnik

Associated Faculty
S. Acker
C. Conle
L. Hannay

Teacher development as a field of educational study encompasses the development of teachers throughout their careers. The four degree programs (M.Ed., M.A., Ed.D., Ph.D.) are governed by the central idea that teaching is an act of inquiry and that teachers are inquirers and learners. The M.Ed. and Ed.D. programs are designed for practicing educators who wish to apply knowledge and skills in teacher development to the improvement of educational practice. The M.A. and Ph.D. programs are more theoretical in their orientation.

The three focus areas described below represent distinct but complementary lines of research. The program involves experience of and knowledge in these areas, which form the foundation of the field and contribute to research in teacher development, socialization and professionalization, policy and evaluation, and the personal, social and political contexts of teacher education. Qualitative, narrative, arts-based inquiry and action research methodologies are applied to these focus areas.

1. Reflection, Inquiry, and Practice

Teacher (educator-researcher) development as a personal and social phenomenon; the relationship between experience (imaginative and embodied) and teacher knowledge, including teacher self, identity, learning, beliefs and practices. Using narrative, arts-based inquiry, and action research approaches to studying their own and others' beliefs, life histories, and practices, teachers learn to represent, understand, and facilitate their personal and professional development along the inquiry landscape. Teachers explore border-crossing forms of qualitative research and developmental inquiry that apply multiple concepts taken from narrative, the arts, humanities, and social sciences.

2. Improvement of Practice

Teacher development within a personal-historical contextualization of organizational and policy issues; the relationship between teacher and organizational development (school improvement); how schools and educational leaders can create supportive, change-oriented cultures that enable teachers to improve their practices; teacher exploration of participatory strategies, diverse structures, and supportive contexts that promote the renewal of students, teachers, and schools through sharing a vision and practice of inclusive, socially just relations; theorizing and inquiring into learning and teaching; teacher self as a narrative unity or bricolage in progress.

3. Teacher Cultural Self-Identity Formation

Teacher development viewed from a variety of theoretical perspectives enacted for the educational empowerment of all. Communities of cooperative practice pursue women's studies, equity and gender issues, cross-cultural and multicultural studies, language studies, teacher researcher reflection, teacher multiplication of selves, and thesis journeys. Exploring a postmodern, democratic vision, teachers seek to crisscross, integrate, and interrogate these theoretical borderlands through connoisseurship, collaborative inquiry, consensus building, action research, and reflective dialogue. Qualitative, aesthetic inquiry promotes experimentation with counter-narratives and alternative forms of teacher cultural self-identity.

Master of Education

This degree is designed for practising educators who wish to apply knowledge and skills in teacher development to the improvement of educational practice. Applicants are accepted under SGS general regulations, which specify an appropriate four-year University of Toronto bachelor's degree or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto **mid-B or better** in the final year. Candidates with an appropriate three-year University of Toronto bachelor's degree or its equivalent may also be accepted. One year of professional education for teaching, or the equivalent in pedagogical content, is recommended. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Since the Teacher Development Program focuses on teaching in general, professional experience in education can include teaching in other areas (e.g., nursing).

The M.Ed. program consists of eight half-courses, four of which are normally undertaken in the program, plus a major research paper (MRP), and may be taken on a full or part-time basis. Additional study may be required either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 19 - 24.)

Master of Arts

This degree is designed to provide academic study and research training related to teacher development. Applicants are accepted under SGS general regulations. Admission normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Candidates with an appropriate three-year University of Toronto bachelor's degree or its equivalent may also be accepted. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Since the Teacher Development Program focuses on teaching in general, professional experience in education can include teaching in other areas (e.g., nursing). Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

The M.A. program may be undertaken on a full-time or part-time basis and consists of eight half-courses, four of which are normally undertaken in the program, and a thesis. Additional courses may be required of some applicants. All requirements for the degree must be completed within five calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages19 - 24.)

Doctor of Education

Applicants are accepted under SGS general regulations. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of three years professional experience in education prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program normally consists of eight half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program includes one year of full time study, but, may be initiated on a full-time or part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 19 - 24.)

Doctor of Philosophy

Applicants are admitted under SGS general regulations. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. A candidate's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program normally consists of six half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are required. The Ph.D. program must be initiated on a full-time basis and requires two consecutive years of full-time study. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 19 - 24)

Courses

The following is a list of courses offered within the Teacher Development program. Not all of the courses listed are offered in any given year.

CTL4000H Techniques for Improving Teaching

A critical review of current approaches to analyzing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B.S. Kilbourn

CTL4001H Facilitating Reflective Professional Development

Reflective practice is one means through which practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identify and examine professional development strategies which could facilitate reflective professional development. Students will critique these models by utilizing the concepts from the reflective practice literature.
L.M. Hannay

CTL4002H Constructive Feedback in Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of instructor.
B.S. Kilbourn

CTL4003H Teacher Development and School Improvement

This course examines various approaches to studying, describing, and explaining teacher development at different stages in a teacher's career (e.g., preservice, induction, inservice years). Particular emphasis is placed on the relationship between teacher

development policies, practices, and various approaches to school improvement (e.g., inservice training, innovation implementation, effective schools projects). Generally, the course considers how teacher development can improve schools and how school improvement initiatives can influence teacher development.
C.T.P. Diamond or staff

CTL4004H From Student to Teacher: Professional Induction

This course critically examines the various conceptual and structural approaches to teacher education, including an inquiry-based, transformative orientation. Participants engage in their own inquiries, exploring the ways in which they construct professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research methodologies and research findings are discussed for the purposes of deepening our understandings of our current teaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.
M. Kooy

CTL4005H Arts-Based Approaches to Teacher Development

This course uses arts-based textual strategies such as stories, self-narratives, poems, split text, duologue, palimpsest, and visuals to explore teacher-researcher development. As in a postmodern Gothic mystery, development is represented as a detective thriller with an ongoing contest between aspects of a teacher-self and its context. The protagonists include "the teacher I hope to become" and "missing or 'kidnapped' parts of teacher-self" such as child-artist. The antagonists include "the teacher I fear to remain" and "false, idealized teacher-selves". "The teacher I am" provides a staging point for the next round of development. In a series involving transformation, arrest, or resistance, any ending only provokes new beginnings.
C.T.P. Diamond

CTL4006H Text, Values, and Teacher Development

This course examines contemporary literary and cultural theories regarding the meanings of a variety of texts. It helps participants to identify key texts of their lives and work and to examine the multiple meanings, inherent values, and possible implications within them. Ways in which the interpretations of texts reveal, reinforce, and challenge values in school and society are explored. Emphasis is placed upon the teacher as participant and mediator in the process of textual inquiry.
Staff

CTL4007H Language, Culture, and Identity: Using the Literary Text in Teacher Development

The literary text is used as a vehicle for reflection on issues of language and ethnic identity maintenance and for allowing students an opportunity to live vicariously in other ethnocultural worlds. The focus is on autobiographical narrative within diversity as a means to our understanding of the "self" in relation to the "other". The course examines the complex implications of understanding teacher development as autobiographical/biographical text. We then extend this epistemological investigation into more broadly conceived notions of meaning-making that incorporate aesthetic and moral dimensions within the multicultural/anti-racist/anti-bias teacher educational enterprise.
G. Feuerverger

CTL4008H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
B.S. Kilbourn

CTL4009H Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.
G. Feuerverger

CTL4010H Action Research in Language and Learning

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.
Prerequisite: Permission of instructor.
Staff

CTL4011H Teaching and School Renewal

The central idea of this course is that improvements in schooling cannot be externally imposed; rather, schools improve as teachers gradually fine-tune their craft, with support from other quarters. The course enlists the aid of experienced and beginning teachers in clarifying the role of the teacher and considering how it can be enhanced. Topics include: the goals of teaching, the teacher-student relationship, facilitating student learning, modifying the curriculum, combining academic learning with life learning, building a class community, teachers as researchers, and school restructuring. The course links theory and practice, helping teachers develop their understanding of teaching by addressing questions of everyday practice.
C.M. Beck

CTL4012H Thoughtful Teaching and Practitioner Inquiry

This course will explore the view that teachers are "thoughtful practitioners", the primary agents of schooling. It will focus on the empowerment of teachers through school-based inquiry and through a more adequate understanding of the teacher's abilities and role.
C. Beck and C. Kosnik

CTL4013H Comparative and Cross-Cultural Perspectives

In this course we explore differences in the ways "Knowledge", "Teaching" and "Learning" are constructed and understood in different cultures, and how these affect how teachers learn and promote learning, with particular emphasis on multicultural settings. An underlying theme is how one can best bring together a) narrative, and b) comparative/structural ways of knowing in order to better understand teacher development in varying cultural/national contexts. The choice of particular nations/regions/cultures on which to focus in the course responds to the experience and interest of the students and the availability of useful literature regarding a particular geo-cultural area with respect to the basic themes of the course.
Staff

CTL4797H Practicum in Teacher Development Program: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL4798H Individual Reading and Research in Teacher Development Program: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL4799H Special Topics in Teacher Development Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of teacher development not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL4798, which is normally conducted on a tutorial basis.
Staff

CTL4800H Seminar: Current Problems in Teacher Development and Curriculum Studies: Apprenticeship

The examination of a current topic or problem in teacher development and curriculum studies through an apprenticeship. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics and apprenticeship sites will vary from year to year depending upon the interests of course members.
C.T.P. Diamond and staff

CTL4801H Narrative and Story in Research and Professional Practice

A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.
Prerequisite: Permission of instructor.
C. Conle

CTL4802H Doctoral Seminar in Qualitative Research on Teaching

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.
Prerequisite: Permission of instructor.
B.S. Kilbourn

CTL4803Y Women as Change Agents in Educational Systems

This course provides an overview of the experiences of girls and women in educational institutions from many perspectives. How women have historically influenced the culture, climate, and curriculum of schools will be discussed as well as the ways in which the occupational culture and conditions of the work place, teacher ideology, and societal expectations act as barriers and blocks to change initiated by females. New possibilities for women to act as change agents by altering classroom interactions will be explored through revised methods of evaluation, and through the understanding that they can provide leadership whatever their role in the system. In considering how women may act as agents for change, the texts of film, novel, story, visual art, and our own lives will be drawn upon. Participants play an active role in the design of the course and in making use of it for their own development as teachers.
Staff

CTL4804H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, the nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.
Prerequisite: Permission of instructor
C.T.P. Diamond or staff

CTL4805H Arts-Based Thesis Inquiries

This course enables teacher-researchers to represent, reflect on, and redirect their journeys as they prepare for and complete a field project/thesis proposal/thesis. Different perspectives on teacher knowledge, classroom practice, education, and research provide them with contrasting inquiry maps. Qualitative forms such as life history explore a person's context (the bios), while narrative, arts-based writing (the graphia) highlights personal experience (the auto). Narrative consists of different traditions, including anthropological, psychological, sociological and literary

approaches. Arts-based narrative is a postmodern form that encourages researchers to use textual and visual forms (stories, poems, split text) to reconstruct experience. Such self-reflexive and collaborative inquiries promote professional development.
C.T.P. Diamond

CTL4997H Practicum in Teacher Development Program: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL4998H Individual Reading and Research in Teacher Development Program: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL4999H Special Topics in Teacher Development Program: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of teacher development not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL4998, which is normally conducted on a tutorial basis.
Staff

Collaborative Graduate Degree Programs

The department of Curriculum, Teaching and Learning participates in the following collaborative graduate degree programs.

- Comparative, International and Development Education
- Environmental Studies
- Graduate Collaborative Program in Women's Studies (GCWS)

Additional information is available in the "Collaborative Graduate Degree Programs" section of this ***Bulletin*** (pages 156 - 158) and the ***School of Graduate Studies Calendar.***

Comparative, International and Development Education

Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education jointly offer graduate degree programs (M.Ed., M.A., Ed.D., Ph.D.) in Comparative, International and Development Education. Additional information is available in the "Collaborative Graduate Degree Programs" section (pages 156 - 157) and the ***School of Graduate Studies Calendar***. Interested students should forward an application to both the OISE/UT department(s) of their choice and the CIDE Program Coordinator. Prospective applicants are strongly encouraged to contact the CIDE Program Coordinator in advance of submitting their application.

Further information is available from:

Joseph P. Farrell, Head
Comparative, International, and Development
Education Centre (CIDEC)
Telephone: 416-923-6641 ext. 2361
E-mail: jfarrell@oise.utoronto.ca
OR
Harriet Hori
CTL Graduate Studies Liaison
Telephone: 416-923-6641 ext. 2603
E-mail: hhori@oise.utoronto.ca

Courses

The following is a list of courses offered by the department of Curriculum, Teaching and Learning within the Comparative, International and Development Education Collaborative Program. Not all of the courses listed are offered in any given year. Students should also see course lists under the other collaborative departments' section of this ***Bulletin***.

CTL6000H Introduction to Comparative, International, and Development Education

This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
J.P. Farrell and D.W. Livingstone

CTL6001H The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs

This course will examine traditional and innovative approaches to occupational training. Both pre-service and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D.N. Wilson or staff

CTL6002H Education and Social Development

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J.P. Farrell or staff

CTL6003H Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyze aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.
D.N. Wilson or staff

CTL6797H Practicum in Comparative, International and Development Education Program: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks before the beginning of the session.
Staff

CTL6798H Individual Reading and Research in Comparative, International and Development Education Program: Master's Level

A course designed to permit the study of a specific area not already covered in the courses listed for the current year.
Staff

CTL6799H Special Topics in Comparative, International and Development Education Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL6798, which is normally conducted on a tutorial basis.
Staff

CTL6800H Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyze and evaluate those positions using both relevant theory and available empirical data.
D.N. Wilson or staff

CTL6801H Methodologies for Comparing Educational Systems

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analyzing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.
Staff

CTL6997H Practicum in Comparative, International and Development Education Program: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks before the beginning of the session.
Staff

CTL6998H Individual Reading and Research in Comparative, International and Development Education Program: Doctoral Level

A course designed to permit the study of a specific area not already covered in the courses listed for the current year.
Staff

CTL6999H Special Topics in Comparative, International and Development Education Program: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of comparative international and development education not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL6998, which is normally conducted on a tutorial basis.
Staff

Environmental Studies Collaborative Program

The Department of Curriculum, Teaching and Learning is one of several U of T departments to collaborate with the Institute of Environmental Studies to offer M.A., M.Ed., Ph.D. and Ed.D. programs. Typically, between two and four courses are chosen from the graduate courses listed with the Institute of Environmental Studies. Courses of particular interest include:

IES1001F	Environmental Decision Making
IES1002S	Environmental Management Case Studies
IES1200S	Current Issues of Environmental Change
IES1202S	Environmental Issues in Developing Countries
IES1700H	Ecological Economics
IES1701F	Environmental Law
IES1705F	Corporate Perspectives on the Environment
JPV1201S	Politics, Bureaucracy and the Environment
JPV2147F	Environmental Philosophy
MIE1901F	Technology, Society and the Environment

Internships for students are sometimes available through the Institute for Environmental Studies. Interested students should forward an application to both the CTL Department and the Institute for Environmental Studies.

For further information, consult the ***School of Graduate Studies Calendar***, and contact:
David Selby, Professor and Head
International Institute for Global Education
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 4540
E-mail: dselby@oise.utoronto.ca
AND/OR
Donna Workman, IES Graduate Student Advisor
Institute for Environmental Studies
33 Willcocks Street, Suite 1022
Toronto, Ontario M5S 3E8
Telephone: 416-978-7077
Fax: 416-978-3884
E-mail: ies.gradinfo@utoronto.ca
Website: www.utoronto.ca/env/ies.htm

Graduate Collaborative Program in Women's Studies (GCWS)

The Department of Curriculum, Teaching and Learning is one of several University of Toronto departments to participate in the Graduate Collaborative Program in Women's Studies (GCWS), offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship.

The program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. Courses of particular interest include:

CTL1011H	Anti-Discriminatory Education in School Settings
CTL1012H	Curriculum for Girls and Young Women: Historical and Contemporary Issues
CTL1101H	Arts and Education: Practice and Theory
CTL1300H	Curriculum, Popular Culture, and Social Differences
CTL1309H	Les stereotypes sexuels dans les progrmmes scolaires
CTL1310H	Feminist Theory, Identity Politics and Contemporary Educational Thought
CTL1311H	Gender, Education and Nationhood: An international Feminist Dialogue
CTL1312H	Democrative Citizenship Education
CTL1313H	Gender Equity in the Classroom
CTL1840H	Gender Issues in Mathematics, Science, and Technology

All programs of study should be planned in consultation with Jo-Anne Dillabough/Elizabeth Smyth, program advisors in the CTL Department, and with Sheila Neysmith, GCWS Coordinator of Graduate Studies. Further information is also available from the ***School of Graduate Studies Calendar***.

Further information is available from:
Jo-Anne Dillabough, CTL Department
252 Bloor Street West
Telephone: 416-923-6641 ext. 2761
Email: jdillabough@oise.utoronto.ca
OR
Sheila Neysmith, GCWS Coordinator of Graduate Studies
Innis College, Room 232
2 Sussex Avenue
Toronto, Ontario M5S 1J5
Telephone: 416-978-3668
Email: grad.womenstudies@utoronto.ca
Website: www.utoronto.ca/womens

Human Development and Applied Psychology (HDAP)

The faculty of the Department of Human Development and Applied Psychology is the strongest concentration of developmental psychologists in a single department in Canada. Our commitment is to applications of developmental research in education and in clinical issues affecting children, adolescents, and young adults. Among us are a number of very distinguished senior scholars, whose accomplishments have made us highly visible in the international research community.

We currently offer the following graduate programs:

✦ Child Study and Education (M.A.)

Based at the Institute of Child Study, an initial teacher education program leading to the Ontario Teachers Certificate of Qualification and an M.A.

✦ Human Development and Education (M.Ed., M.A., Ed.D. and Ph.D.)

A program with a concentration in Adaptive Instruction and Special Education.

✦ Master of Teaching in Human Development and Curriculum (M.T.)

An initial teacher education program leading to the Ontario Teachers Certificate of Qualification and a Master of Teaching degree.

✦ School and Clinical-Child Psychology (M.A. and Ph.D.)

A program intended to fulfil the academic requirements for registration as a psychological associate and psychologist.

In addition to the information provided on the following pages, the specific requirements for each program are described in more detail in a booklet titled ***Department of Human Development and Applied Psychology Program Guidelines***. Students are expected to consult the Program Guidelines for specific policies governing their programs. Copies of the Program Guidelines are available in the department.

General Information

For application information, contact:

OISE/UT Registrar's Office
Graduate Studies Admissions Unit, Room 485
Telephone: 416-923-6641 ext. 2663/2664
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca
Website: www.oise.utoronto.ca/depts/hdap/index.html

For registration information, contact:

Christine Fung, Liaison Officer, Registrar's Office Graduate Studies Registration Unit,
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

For academic information, contact:

Child Study and Education
Elizabeth Rentzelos
Telephone: 416-934-4525
E-mail: ics.info@oise.utoronto.ca

Human Development and Curriculum
Marisa Freire
Telephone: 416-923-6641 ext. 2422
E-mail: mfreire@oise.utoronto.ca

Human Development and Education
Kathleen Kiang
Telephone: 416-923-6641 ext. 2224
E-mail: kkiang@oise.utoronto.ca

School and Clinical-Child Psychology
Diana Robinson
Telephone: 416-923-6641 ext. 2414
E-mail: jdrobinson@oise.utoronto.ca

Graduate Studies Liaison
Nancy Smart
Telephone: 416-923-6641 ext. 2324
E-mail: nsmart@oise.utoronto.ca

Chair of the Department

Keith Oatley, Ph.D. (London)
Professor, cross-appointed to the Department of Psychology and to University College
(cognition and emotion; human/computer interaction; psychology of narrative literature)

Associate Chair of the Department

Marc Lewis, Ph.D. (Toronto)
Professor
(cognitive development; emotional development; cognition/emotion interactions in development; self-organizing developmental systems)

Faculty

Mary Louise Arnold, Ed.D. (Harvard)
Associate Professor,
(adolescent development; sociomoral reasoning; values acquisition; identity formation; ethical dimensions of teacher-student relations)

Janet W. Astington, Ph.D. (Toronto)
Professor, cross-appointed to the Department of Psychology and to University College
(cognitive and linguistic development; children's theory of mind; metalinguistics; socio-cultural context of development)

Carl Bereiter, Ph.D. (Wisconsin)
Professor and Co-Director, Programs and Research, Education Commons
(cognitive processes in school learning; instructional psychology; applied epistemology; innovative learning technologies)

Andrew Biemiller, Ph.D. (Cornell)
Professor
(language and reading; self-direction and education; educational programs)

Carl Corter, Ph.D. (North Carolina)
Professor and Associate Dean, Research and Field Activities, cross-appointed to the Department of Psychology
(kindergarten education; parenting; sibling and family relationships; infant development)

Alister Cumming, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(English as a second/foreign language; language learning; instruction and curriculum; writing in second languages; evaluation; applied cognitive science)

Joseph Ducharme, Ph.D. (Toronto)
Associate Professor
(prevention and treatment of behavioural disorders associated with child psychopathologies; compliance; parent, teacher and staff training)

Michel Ferrari, Ph.D. (UQAM)
Assistant Professor and Head of Centre for Applied Cognitive Science
(development of academic excellence in the self; domain-expertise; professional ethics; conceptual change; evolution and theory of mind)

Esther Geva, Ph.D. (Toronto)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in bilingual/multicultural contexts; research design and evaluation)

Jennifer Hardacre, Ed.D. (Nova)
Senior Lecturer
(play as a learning medium; teacher education; constructivist teaching)

Nina Howe, Ph.D., (Waterloo)
Professor and Director, Institute of Child Study

Thomas W. Humphries, Ph.D. (Northwestern)
Adjunct Professor and Associate Professor, Department of Paediatrics, seconded to OISE/UT
(learning disabilities; treatment intervention; learning and behavioural correlates of medical conditions)

Jenny Jenkins, Ph.D. (London)
Professor, cross-appointed to the Department of Psychology
(social and emotional development; family interaction; child psychopathology)

Anne Jordan, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Daniel Keating, Ph.D. (Johns Hopkins)
Professor
(human development; cognitive and social processes in developmental diversity)

Nancy Link, Ph.D. (Toronto)
Lecturer, Clinical Director, School and Child Clinical Program
(Personality assessment; emotional development)

Donna McGhie-Richmond, Ph.D. (Toronto)
Lecturer, cross-appointed from the Department of Curriculum, Teaching and Learning
(special education and inclusion; adaptive instruction; teacher education; augmentative and alternative communication; assistive technology for learning)

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Adult Education, Community Development and Counselling Psychology
(school psychology; models of service delivery; preventive practices and dynamics of change; social/emotional relationships and depression in schools; ethnic identity development)

Joan Moss, Ph.D. (Toronto)
Assistant Professor
(children's mathematical development; cognitive development; teaching and learning mathematics - elementary)

David R. Olson, Ph.D. (Alberta)
Professor and Head, cross-appointed to the Department of Linguistics and to University College
(language development; cognitive development; cognition and literacy)

Janette Pelletier, Ph.D. (Toronto)
Assistant Professor
(early childhood development and education; early French immersion; teacher beliefs and practices; theory of mind and schooling)

Michal Perlman, Ph.D. (Waterloo)
Assistant Professor

Joan Peskin, Ph.D. (Toronto)
Assistant Professor
(children's theory of mind; expertise in literary reading; cognition and instruction)

Michele Peterson-Badali, Ph.D. (Toronto)
Assistant Professor
(children's understanding of social phenomena and institutions [e.g. legal, medical]; legal knowledge and reasoning; children's rights; young offenders; social policy relating to youth justice)

Marlene Scardamalia, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(research on cognitive processes; intentional learning; the design of computer-supported intentional learning environments)

Katreena Scott, Ph.D. (Western)
Assistant Professor
(family violence; transmission of violent behaviours; change through treatment; measurement of abuse)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(the psychology of critical thinking; reading and reading problems; theories of reading and literacy in children and adults)

Conchita Tan-Willman, Ph.D. (Minnesota)
Professor, and President/Founder
PRIME Mentors of Canada
(creativity; mentors and mentoring; moral development; teacher development)

Richard Volpe, Ph.D. (Alberta)
Professor
(human development; self-concept; social cognition; family relations; child abuse; theory, policy and practice connections; prevention and human services delivery; school/community interface; history and systems; evaluation research; qualitative methods)

Judith Wiener, Ph.D. (Michigan)
Professor
(social and affective development of children, adolescents, and adults with learning disabilities, ADHD and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

Dale M. Willows, Ph.D. (Waterloo)
Professor, cross-appointed to Curriculum, Teaching and Learning
(basic processes in reading; reading/writing disabilities; classroom reading/writing instruction; assessment and remediation approaches to written language difficulties)

Eileen C. Winter, Ph.D. (Queen's University - Belfast)
Senior Lecturer, cross-appointed to the Department of Curriculum, Teaching and Learning
(policies and practices in special education and adaptive instruction; comparative issues in teacher education)

Earl Woodruff, Ph.D. (Toronto)
Associate Professor; cross-appointed to Curriculum, Teaching and Learning
(cognition and learning; sociocognitive knowledge building; technology in education)

Associated Faculty

Lesley Atkinson, Ph.D. (York)
Research Head and Senior Psychologist, Clarke Institute of Psychiatry

Nancy Benson, Ph.D. (York)
Assistant Professor, Psychology Department, University of Toronto
Judith Bernhard, Ph.D. (Toronto)
Associate Professor, Ryerson Polytechnic University

Venera Bruto, Ph.D. (Carlton)
Psychologist/Clinical Research Associate, The Toronto Hospital

Ester Cole, Ph.D. (Toronto)
Psychologist, private practice; President, Ontario Psychological Association

Judith Friedland, Ph.D. (Toronto)
Assistant Professor, Department of Occupational Therapy, University of Toronto

Luigi Girolametto, Ph.D. (Toronto)
Assistant Professor, Department of Speech Pathology, University of Toronto

Joan Grusec, Ph.D. (Stanford)
Professor, Department of Psychology, University of Toronto

Charles Helwig, Ph.D. (University of California at Berkeley)
Associate Professor, Department of Psychology, University of Toronto

Angela Hildyard, Ph.D. (Toronto)
Associate Professor and Vice-President, Human Resources, University of Toronto

Carla Johnson, Ph.D. (Western)
Assistant Professor, Department of Speech Pathology, University of Toronto

Patrick Lee, Ph.D. (Syracuse)
Professor Emeritus, Teachers College, Columbia University

Katharina Manassis, M.D. (Toronto)
Assistant Professor, cross-appointed from the Department of Psychiatry

Dona Matthews, Ph.D. (Toronto)
Psychoeducational Consultant, private practice

Adrienne Perry, Ph.D. (York)
Psychologist/Coordinator of Research, Thistletown Regional Centre

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto

Joanna Rovet, Ph.D. (Toronto)
Associate Professor, Department of Pediatrics, University of Toronto

Jean Saint-Cyr, M.D. (Rochester)
Associate Professor, Faculty of Medicine,
University of Toronto

Russell Schachar, Ph.D. (Toronto)
Professor, Institute of Medical Science, University of Toronto

Glenn Schellenberg, Ph.D. (Cornell)
Associate Professor, Department of Psychology, University of Toronto at Mississauga
Mark Schmuckler, Ph.D. (Cornell)
Professor, Department of Psychology, University of Toronto at Scarborough

Rosemary Tannock, Ph.D. (Toronto)
Assistant Professor, Department of Psychiatry, University of Toronto

Margot Taylor, Ph.D. (McGill)
Neurophysiologist, The Hospital for Sick Children

Anthony Toneatto, Ph.D. (McGill)
Assistant Professor, cross-appointed from the Department of Public Health Sciences

Sandra Trehub, Ph.D. (McGill)
Professor, Department of Psychology, University of Toronto at Mississauga

Philip Zelazo, Ph.D. (Yale)
Associate Professor, Department of Psychology, University of Toronto

Adjunct Clinical Supervisors
(School and Clinical-Child Psychology Program)

✦ Senior Clinical Supervisors

David Benner, Ph.D. (York)
Chief Psychologist, Hamilton-Wentworth Department of Public Health, Child and Adolescent Services

Art Caspary, Ph.D. (Waterloo)
Head, Psychology Department
Hincks-Dellcrest Centre (Jarvis Site)

Ester Cole, Ph.D. (Toronto)
Team Coordinator – Psychological Services
Toronto Board of Education

Janice Hansen, Ph.D. (York)
Psychologist, Bloorview MacMillan Centre

Robin Holloway, Ph.D. (Toronto)
Psychologist, Psychology Department
Child and Family Services, Credit Valley Hospital

Tom Humphries, Ph.D. (Northwestern)
Psychologist, Child Development Centre
Hospital for Sick Children

Karen Leitner, Ph.D. (Toronto)
Senior Psychologist, York County Hospital

Sherri MacKay, Ph.D. (Toronto)
Psychologist, Centre for Addiction and Mental Health
TAPP-C-Program

Mary-Anne McCarty-Major, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Anne E. Mellers, Ph.D. (Ohio State)
Consulting Psychologist, Hincks-Dellcrest Centre

Susan Mockler, Ph.D. (York)
Psychologist, Hincks-Dellcrest Centre

Nitza Perlman, Ph.D. (Toronto)
Director, Children Youth Division
Surrey Place Centre

Michael Schwartz, Ph.D. (Toronto)
Psychologist, Scarborough General Hospital

Lynne M. Sinclair, Ph.D. (York)
Psychologist, Team Leader
Surrey Place Centre

Dermot Stewart, Ph.D. (York)
Psychologist, Toronto Catholic District School Board

Ann Taylor, Ph.D. (Toronto)
Psychologist, Toronto Hospital, Western Division

Ken Zucker, Ph.D. (Toronto)
Senior Psychologist, Centre for Addiction and Mental Health

✦ Clinical Supervisors

Janice Baker, Ph.D. (Toronto)
Psychoeducational Consultant, Peel District School Board

Maru Barrera, Ph.D. (McMaster)
Psychologist, Hospital for Sick Children

Janice Baryshrik, Ph.D. (Toronto)
Senior Psychologist, York Region District School Board

Ian Brown, Ph.D. (Toronto)
Coordinator of Psychological Services
The Durham Catholic District School Board

Michael DiFranco, Ph.D. (Queen's)
Senior Psychologist, York Catholic District School Board

Kathleen Hicks, Ph.D. (York)
Psychoeducational Consultant, Peel District School Board

Jack Kamrad, Ph.D. (Toronto)
Psychoeducational Consultant, Peel District School Board

Christine Kowalsky, Ph.D. (University of Paris)
Senior Psychologist, Dufferin Peel Catholic School Board

Carolyn Lennox, Ph.D. (York)
Psychoeducational Consultant, Peel District School Board

Mona McLean, Ph.D. (Toronto)
School Psychologist, Toronto Catholic District School Board

Sandra Mendlowitz, Ph.D. (Toronto)
Psychologist, Markham Stouffville Hospital

Vicki Nelson, Ph.D. (Toronto)
Senior Psychologist, Dufferin Peel Catholic School Board

Frances Rauenbusch, Ph.D. (Toronto)
Chief Psychologist, Toronto Catholic District School Board

Practicum Supervisors

Carol Hennessy, Ed.D. (Toronto), Coordinator
Nick Scarfo, M.Ed. (Toronto)
Sheldon Seligman, M.Ed. (Toronto)

Laboratory School Staff

(based at the Institute of Child Study)

E. Morley, B.A. (Wilfrid Laurier), Dip.C.S. (Toronto), Principal
A.C. Cassidy, B.A. (Concordia), Dip.C.S. (Toronto)
B. Caswell, B.A. (Trent), Dip.C.S. (Toronto)
J. Comay, B.A., M.A., Dip. C.S. (Toronto)
C. Durand, Dip. Art (Paris), F.T.Cert. (Toronto)
C. Halewood, B.A., B.Ed. (Toronto), E.C.E.
R. Hersen, B.F.A. (York)
P. MacDonald, B.A. (York), B.Ed. (Brock), E.C.E. (Seneca College)
M. Martindale, B.A., Dip.C.S. (Toronto)
R. Messina, B.A., B.Ed. (Toronto)
M.J. Moreau, B.A. (Waterloo), B.Ed. (Toronto)
S. Murray, B.F.A. (Columbia)
E. Paton, B.A. (Queen's), B.Ed. (Toronto)
R. Reeve, B.A., B.Ed. (Queen's), M.Ed. (Toronto)
S. Schwenger, B.A. (Western), M.Ed., M.S.W. (Toronto)
R. Shaw, B.A. (Queen's), Dip. C.S. (Toronto)
R. Smith, B.A. (Toronto)
C. Stephenson, B.A., Dip. C.S. (Toronto)
E. Weininger, B.A., Dip. C.S. (Toronto)

Infant Centre

B. Flint, M. A., Dip. C.S. (Toronto)
S. Freeman, B.A. (York), Dip. C.S. (Toronto)

Professors Emeriti

Betty Flint, M.A. (Toronto)
Carol Musselman, Ph.D. (Michigan)
Denis Shackel, Ph.D. (Toronto)

Associate Professors (Retired)

Peter Lindsay, Ph.D. (Toronto)
Uri Shafrir, Ph.D. (York)

General Department Admission Information

See program sections for specific admission requirements.

Students are selected on the basis of academic standing, letters of recommendation, Statement of Intent, and relevant experience.

With the exception of the M.Ed. program, the department does not ordinarily consider applications for admission to degree programs commencing in January. Students may begin the M.Ed. program in September, January, or July.

Most applicants apply to only one of the department's programs. However, applicants are permitted to apply to two programs. Those applying to two programs should clearly designate the programs and the order of preference. Applications will not be reviewed until this information is provided. Requests for transfer from one program to another after admission are normally considered each year in a pool with all other applicants to the program. See the department's Program Guidelines booklet for more information. Note that even if students requesting a transfer meet the basic requirements of the program they wish to enter, the request may be refused due to the competitive nature of the admission process.

Statement of Intent

Applicants for degrees that include a thesis should include with their application a research statement of one or two pages describing their research experience and interests, and as far as is possible at this stage, a plan for the research that they would like to conduct, including the methods to be used and the population to be studied. Applicants for degrees without a thesis should write a statement describing their interests, accomplishments and aspirations in the relevant field.

For information about financial support for students see pages 174 - 177. Applicants should note that although some students do receive financial support from OISE/UT, such support is very limited and many students are unsuccessful in their attempt to secure funding through OISE/UT.

Interdepartmental Graduate Specializations and Foci

Arrangements are in place for students to focus on certain topics that cross departmental boundaries. These are:

- ✦ Adaptive Instruction, page 159
- ✦ The Nature and Development of Literacy, page 164

Child Study and Education Program

Master of Arts

The Child Study and Education program is based at the Institute of Child Study, a centre of professional teacher training and research in childhood and education, including a laboratory school.

The core assumption of this graduate teacher education program is that successful teaching involves an understanding of how children's capacities, concerns, and behaviour change with age; how children's individual differences tend to reflect developmental changes; and how children's social and physical environments influence their development.

Our aim is to introduce students to educational and developmental theory and research that is relevant to educational settings, showing how this research can inform classroom practice. Students also learn how to objectively study children, including both practical assessment and formal methods of inquiry. These areas of knowledge must be combined with knowledge of effective teaching methods and teaching environments so that educational practices can build on children's current levels of development.

The program is offered in two streams: two-year, and one-year for ICS diploma graduates who hold an Ontario Teacher's Certificate of Qualification.

Two-Year Program

The two-year M.A. is a unique, research-based teacher education program. Eligible graduates are recommended to the Ontario College of Teachers for an Ontario Teachers Certificate of Qualification. **This qualifies the holder to teach in the primary and junior divisions of Ontario Schools.** Graduates are also recommended for Part 1 of the three-part qualification in Primary Education. Graduates will be eligible for Part 2 of the three-part qualification in Primary Education following one year's successful teaching experience as attested by the appropriate supervisory officer.

During their first year, students will complete 4 six-week half-day placements in classrooms , including: kindergarten/early childhood, grade 1-3, and grade 4-6, plus at least one other six-week placement. In their second year of study, students will complete a 3.5-month full-time internship in an elementary classroom.

Students who may wish to teach in the Roman Catholic Separate Schools of Ontario are required to take a religious education certificate course in addition to their regular electives. The course is offered by the Catholic Office of Religious Education. Students interested in this option should inform the program secretary during registration.

Two further areas of concentration may be elected:

✦Special Education, Part 1

Students wishing to be eligible for Part 1 of the three-part qualification in Special Education will complete at least one six-week placement in a special education setting in their first year of study. They will elect courses HDP2280H (Introduction to Special Education and Adaptive Instruction) and, in their second year, HDP1285H (Psychology and Education of Students with Learning Disabilities) or another approved special education course.

✦Qualifying Research Paper

Students planning further graduate study in the foreseeable future are advised to consider a Qualifying Research Paper (QRP). They need to find a QRP supervisor (program staff are committed to supervising a total of at least ten QRPs a year), elect course HDP1209H (Research Methods and Thesis Preparation in Human Development and Applied Psychology) in their first year of study, and elect a research group or independent study course as part of their second year of study while working on their QRP.

It will not normally be possible to complete both the Special Education qualification Part 1 and a QRP within the context of 16 half-courses. Similarly, students without prior empirical research training will not be able to complete a QRP within the context of 16 half-courses.

Admission Requirements

Admission to the two-year M.A. program normally requires preparation equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better**. In addition, applicants are expected to have experience working with groups of children, preferably in responsible positions. Selected candidates will be interviewed in most cases.

Applicants should include the following information **in addition to** the standard application requirements:

1) one or two professional references from places where the applicant has worked with children
2) a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis
3) the Statement of Intent including information about prior work with children and research interests regarding children that have led to an interest in this program

Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1) a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
2) a photocopy of a certificate of change of name where applicable
3) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE: Satisfactory evidence of freedom from active tuberculosis will also be required at the beginning of the second academic year.

NOTE: A criminal record check is required for certification by the Ontario College of Teachers.

Program Requirements

The two-year M.A. program is comprised of the equivalent of 16 half-courses, including practica and is normally undertaken on a full-time basis. The required courses are:

HDP2200	Child Study: Observation, Evaluation and Reporting
HDP2201	Childhood Education Seminar (full course)
HDP2202	Childhood Education Seminar II: Advanced Teaching
HDP2210	Introduction to Curriculum (full course)
HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Mathematics and Science
HDP2220	Teaching Practicum (full course)
HDP2221	Advanced Teaching Practicum (full course)
HDP2230	Designing Educational Programs

The remaining three courses are electives. However, students without prior course work in child development or developmental psychology will have to take HDP1201. In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

One-Year Program

This program is offered only to students who hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto and who already hold an Ontario Teacher's Certificate of Qualification. The one-year M.A. program is intended to further develop an academic-inquiry oriented approach to children and learning. The program will also provide good preparation for students who may be interested in pursuing further graduate study.

Admission Requirements

In addition to the admission requirements stated previously for the two-year program, applicants to the one-year M.A. program must also hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto.

Program Requirements

The one-year M.A. program is comprised of eight half-courses and may be undertaken on a full- or part-time basis. The required courses are:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Mathematics and Science

The remaining courses are electives. For students who may be interested in further graduate study, it is strongly recommended that they include as part of their elective courses a course in research design and measurement and a course in statistics, plus complete a Qualifying Research Paper (QRP) that includes empirical field work.

Human Development and Education Program

This program will provide an opportunity for students to construct an overall perspective on human development and its implications for practice with children in different applied settings. Students are required to take core courses in human development and research design. Core courses emphasize typical and atypical development in the cognitive and emotional domains, and the impact of culture, family and social relationships on development. Elective courses cover a range of topics including early child development, applied cognitive science, social and personality development, critical thinking, language, literacy and mathematics development, school readiness, instruction and learning, strategies for modifying developmental outcomes and accommodating individual differences, and other applications to contexts such as schools, daycares, and families.

The M.A. and Ph.D. programs are designed for students who wish to pursue an academic or research-based career. The M.Ed. and Ed.D. programs are designed for the reflective teacher or other practitioner in education or related fields. Students should consult with their academic advisor before making elective choices.

Enrollment in the Human Development and Education program provides foundational knowledge in human development and concentrated areas of study spanning basic and applied research. However, students may also select a specialized area of study in adaptive instruction and special education.

✦ Adaptive Instruction and Special Education

Students selecting this specialization develop an understanding of developmental diversity and the educational strategies that make learning accessible to children and adults with special needs.

Also associated with this specialization is the Adaptive Instruction Interdepartmental Specialization, page 159.

Master of Arts

The M.A. program is designed primarily for students who wish to pursue a career in research, university or community college teaching, and related activities. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of one or more members of the department.

Admission Requirements

Admission to the M.A. program normally requires a preparation equivalent to a University of Toronto four-year bachelor's degree. Although most applicants will have a degree in Psychology, applicants with a four-year bachelor's degree in Cognitive Science, Computer Science, Linguistics, or a helping profession such as Occupational Therapy, Speech and Language Pathology, Physiotherapy, Nursing, Social Work or other area relevant to their specific program of study are also eligible to apply for admission. The usual admission standard is standing equivalent to a University of Toronto **mid-B or better**.

Program Requirements

The one-year M.A. program is comprised of six half-courses and a thesis and is normally undertaken on a full-time basis. Under exceptional circumstances students may be permitted to undertake the program on a part-time basis; a detailed case for such permission must be submitted with the admission application.

Required courses (to be taken in the first year of the program) are:

HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology
HDP1233	Cognitive Development and Applications
HDP1249	Social-emotional Development and Applications

Students must take two additional courses from a Human Development and Education menu plus one elective. Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent in addition to their six half-courses.

Master of Education

The M.Ed. program is designed primarily for students with teaching qualifications and experience who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs, special needs offices in postsecondary institutions, and in other settings with children or adults with disabilities. The program is intended to help students reflect on their practice and to further the development of their professional skills by integrating theory and practice.

Admission Requirements

Admission to the M.Ed. program normally requires a preparation equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better.** Applicants normally possess a teaching certificate and have one year of relevant professional experience.

Program Requirements

The M.Ed. program is comprised of ten half-courses and a comprehensive examination and may be undertaken on a full- or part-time basis. Required courses (to be taken in the first year of program) are:

HDP1200	Foundations of Human Development and Education
HDP2293	Interpretation of Educational Research.

Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent as one of their ten half-courses. It is recommended that students in the Adaptive Instruction and Special Education specialization consult with their faculty advisor prior to selecting courses.

Doctor of Philosophy

The Ph.D. program emphasizes knowledge in several disciplines related to theory and research in the area of human development. The program is designed for students who wish to pursue a career in university or community college teaching, and careers that require advanced skills in research and evaluation. As an apprenticeship approach is taken, students are expected to become closely involved in the research of one or more faculty members of the department.

Admission Requirements

Admission to the Ph.D. program normally requires preparation equivalent to a relevant University of Toronto four-year bachelor's degree and a master's degree in Human Development and Education, Developmental Psychology, Cognitive Psychology, Applied Developmental Psychology or Child Study with standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with master's degrees in other areas such as Adult Education, Anthropology, Computer Science, Curriculum, Philosophy, or a profession such as Speech and Language Pathology, Nursing, Social Work, Physiotherapy, or Occupational Therapy may be eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements equivalent to the Master of Arts in Human Development and Education. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the program.

Program Requirements

The Ph.D. program is comprised of six half-courses, a comprehensive examination and a thesis, and is normally undertaken on a full-time basis. Required courses (to be taken in the first year of the program) are:

HDP3200 Research Proseminar on Human Development and Applied Psychology
plus
a research design course.

Students must take two additional courses from a Human Development and Education menu (see Departmental Guidelines) plus two electives. Menu choices as well as electives should be chosen in consultation with the faculty advisor.

Students who have an insufficient background in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent course in addition to their six half-courses.

Doctor of Education

The Ed.D. program is designed primarily for educators who have demonstrated their practical capabilities in a variety of educational settings and who intend to continue their professional careers as field-oriented leaders.

Admission Requirements

Admission to the Ed.D. program normally requires a University of Toronto master's degree in Human Development and Education, Educational Psychology, Special Education or the equivalent. The usual admission standard is standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with a master's degree in other specializations in Adult Education, Applied Psychology, or Curriculum are also eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the program.

Program Requirements

The Ed.D. program is comprised of eight half-courses, an internship and a thesis. While students may begin the program on a part-time basis, a minimum of one year of full-time study is required. Often students build a leave of absence or sabbatical from outside employment into their Ed.D. program; it is highly recommended that students use such time to complete the thesis requirement, not coursework. Required courses are:

HDP3200 Research Proseminar on Human Development and Applied Psychology
plus
HDP1209 Research Methods and Thesis Preparation in Human Development and Applied Psychology (or its equivalent as recommended by the faculty advisor)

It is recommended that students take HDP3200 near the beginning of their program, and HDP1209 when they are developing a thesis proposal. Students who have an insufficient background in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent as one of their eight half-courses. The remaining courses are electives and are selected in consultation with the student's advisor.

Additional Teacher Education Qualifications in Special Education

Students interested in additional qualifications for teachers should note the following:

For students who have an Ontario Teacher's Certificate of Qualification, certain courses have been granted equivalence for Part I and/or Part II of the program leading to the Ontario College of Teachers three-part qualification in Special Education. Students should consult the department's program guidelines and/or their advisor regarding which courses are accepted for these additional qualifications.

NOTE: Additional qualifications are granted solely by the College; students must apply directly to the College for course credits.

Further information is available from:

Ontario College of Teachers
121 Bloor Street West, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
Fax: 416-961-8822
Website: www.oct.on.ca

Master of Teaching in Human Development and Curriculum (M.T.) Program

Program Heads
E. Woodruff (HDAP Department)
D. McDougall (CTL Department)

Core Faculty
M. Ferrari
S. Peterson

Associate Faculty
A. Jordan
M. Peterson-Badali
C. Rolheiser

The Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology offer a two-year Master of Teaching degree in Human Development and Curriculum. Upon successful completion of this program, students will be awarded a Master of Teaching (M.T.) degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools. The cooperating departments contribute courses, provide facilities and provide supervision for graduate research. Students are admitted to the program through either of the two departments.

The Human Development and Curriculum program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The program provides students with a strong conceptual grounding in human development, cognitive psychology, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers (MRP).

Admission Requirements

Applicants are admitted underSGS general regulations. Applicants normally must have the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. Given the limited number of students in this program, not all eligible applicants can be admitted.

Applicants apply for admission to this program through either the Department of Curriculum, Teaching and Learning or the Department of Human Development and Applied Psychology. Admission and degree requirements for the program are the same for both departments. Because applicants are applying to a teacher education program they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
b) a photocopy of a certificate of change of name where applicable
c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE: Satisfactory evidence of freedom from active tuberculosis will also be required at the beginning of the second academic year.

NOTE: A criminal record check is required for certification by the Ontario College of Teachers.

Specializations

Applicants must select **one** of the following specializations:

- **Primary/Junior** (junior kindergarten to grade 6).
- **Junior/Intermediate** (grades 4 to 10).

NOTE: Applicants to the Junior/Intermediate specialization must select **one** teaching subject from the following list:

English (First Language)
Prerequisites: Two full university courses in English

French (Second Language)
Prerequisites: Five full university courses in French as well as written and spoken proficiency demonstrated through tests administered at the time of admission

Geography
Prerequisites: Two full university courses in Geography

Health and Physical Education
Prerequisites: No prerequisites are required

History
Prerequisites: Two full university courses in History

Mathematics
Prerequisites: Two full university courses in Mathematics

Music - Instrumental
Prerequisites: Two full university courses in instrumental Music or demonstrated proficiency in brass, winds and strings

Music - Vocal
Prerequisites: Two full university courses in Music or appropriate background in Music

Science-General
Prerequisites: Three full university courses in Science.
NOTE: Only Science-General is offered at OISE/UT

Visual Arts
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Program Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and two electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Core Courses

Descriptions of courses with the prefix CTL can be found on pages 64 and 78, those with HDP can be found on pages 107 - 115.

Curriculum, Teaching and Learning

CTL1011H	Anti-Discriminatory Education in School Settings
CTL1019H	Authentic Assessment
CTL7000Y	Curriculum and Teaching
CTL7001H	Collaboration, Curriculum, Community and Teaching
CTL7003H	Conceptual Basis for Methods of Teaching in Primary, Junior and Intermediate Classrooms

Human Development and Applied Psychology

HDP1201H	Child and Adolescent Development
HDP2280H	Introduction to Special Education and Adaptive Instruction
HDP2288H	Reflective Teaching and Analysis of Instruction
HDP7002H	Ethical, Legal and Professional Issues in Education
HDP7004Y	Practicum in Schools
HDP7005Y	Practicum Internship

Elective Courses

The two electives are selected from course offerings in the Departments of Curriculum, Teaching and Learning and/or Human Development and Applied Psychology. Choice of electives is contingent upon the approval of the student's faculty advisor.

School and Clinical-Child Psychology (SCCP) Program

The School and Clinical-Child Psychology (SCCP) program provides theoretical, research and professional training in preparation for psychological work with children in schools, clinics, private practice, and research settings. The program is designed to provide training in assessment, therapy and other psychosocial and instructional interventions, professional consultation and prevention. Opportunities are available for research and clinical work with infants, young children, adolescents, and families.

The SCCP program at OISE/UT is guided by an understanding of the child based on four core factors.

First, as children move from infancy to adulthood they undergo fundamental developmental changes that systematically influence the ways that they perceive and respond to their world, and the ways that their families, teachers, peers and others with whom they relate, respond to them.

Second, the experiences of children throughout their schooling, including the ways that they are prepared for it and their reactions to it, profoundly affect their individual development.

Third, the social experiences of children both within and outside of the family and the feelings that result from those experiences also have a major impact on their individual development.

Fourth, children have diverse learning, social and emotional needs and differ considerably from each other in the ways that they approach their world. The faculty members associated with the SCCP program believe that an understanding of and intervention with children involves consideration of these four factors.

The curriculum of the SCCP program is designed to establish a strong foundation (or "trunk") of core knowledge and skills early in the program, with students free to specialize (or "branch out") later on. The program reflects a mix of courses and training opportunities. Some classes are specifically designed for students in SCCP; other classes are shared with students who are majoring in other aspects of human development and education.

The intent of the SCCP program is to train scientist-practitioners, for whom practice informs research and research informs practice. From the outset, students are linked with a faculty mentor. Students are expected to become closely involved in the research of one or more faculty members of the department.

Consistent with our beliefs about the child, a systemic approach is the basis for the training we provide in assessment and intervention. We believe that the knowledge and skills necessary for the practice of school psychology and clinical-child psychology overlap considerably, and that experience in school and clinical settings complement and enhance each other.

Therefore, over the course of the program, students are required to undertake practica in both school and clinical-child settings. We recommend that the master's practicum be done in the school system and the doctoral practicum in a clinical-child setting.

Master of Arts

The M.A. in SCCP is designed to meet the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate. The focus of the program is applied. In the first year, students learn to do a psychoeducational assessment in the counselling and psychoeducational clinic and shadow a school psychologist for 25 hours. In the second year, students have a practicum experience of approximately 250 hours.

Admissions Requirements

Admission to the M.A. program normally requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology, or its equivalent, defined as six full courses in psychology, including one half-course in research methods and at least three full psychology courses at the third and fourth year level. The usual admission standard is standing equivalent to a University of Toronto **A- or better**. Applicants should provide documented evidence of relevant professional experience. Applicants are requested to submit, in addition to the required letters of recommendation, a letter of recommendation from an applied setting.

Program Requirements

The M.A. program is comprised of 11 half-courses and a thesis, and is normally undertaken on a full-time basis over a two-year period.

Required courses (to be taken in the first year of the program) are:

HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology
HDP1215	Psychological Assessment of School-Aged Children
HDP1216	Psychoeducational Assessment
HDP1219	Ethical Issues in Applied Psychology
HDP1220	Introduction to School and Clinical-Child Psychology
HDP1250	Normative and Individual Patterns of Development
HDP1285	Psychology and Education of Children with Learning Disabilities

Required courses (to be taken in the second year of the program) are :

HDP1218	Seminar and Practicum in Assessment
HDP1222	Approaches to Psychotherapy Across the Lifespan
HDP1236	Psychopathology for School and Clinical-Child Practice

In addition, students are required to take in their second year one course from the Assessment and Intervention in the School and Clinical-Child Psychology menu (see the Program Guidelines). For students who have not taken a previous child development course in their undergraduate program, HDP1201 (Child and Adolescent Development) must be taken in addition to the other requirements. For students who have not taken a third or fourth year statistics course or its equivalent as part of their undergraduate program, CTL2004 (Elements of Statistics) must be taken. Students should refer to the ***Practicum and Internship Policy and Placement Handbook*** for a description of the evaluation processes and criteria for practicum and/or internship placements.

Doctor of Philosophy

Like the master's program above, the Ph.D. program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of this program would assume positions of greater professional and administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. The Ph.D. program is intended to meet the academic requirements for registration as a Psychologist.

Admission Requirements

Admission to the Ph.D. program normally requires a University of Toronto four-year bachelor's degree in Psychology or its equivalent, and an OISE/UT M.A. in School and Clinical-Child Psychology or its equivalent. The usual admission standard is standing equivalent to a University of Toronto **A- or better** (in the master's degree). A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be considered. However, if the master's program was not equivalent to the OISE/UT M.A. in School and Clinical-Child Psychology, the student will be required to take additional courses to receive equivalent training.

Note that continuation from the M.A. to the Ph.D. program is not automatic; graduates from the M.A. program are considered in a pool with all other applicants to the SCCP program.

Program Requirements

The Ph.D. program is comprised of eight half-courses (including a practicum course), a comprehensive examination, a doctoral dissertation and an internship, and is normally undertaken on a full-time basis. Students are expected to:

- ✦ complete the comprehensive examination by the end of their required period of full-time study
- ✦ receive approval for their thesis proposal from their thesis committee prior to beginning their internship
- ✦ consult the Clinical Director of the School and Clinical-Child Psychology program to arrange their practicum placement and internships.

Students should refer to the ***Practicum and Internship Policy and Placement Handbook*** for a description of the evaluation processes and criteria for practicum and/or internship placements.

To complete the Ph.D. program students must undertake one of their practicum placements in a school setting and one in a clinical setting. The required courses (to be taken in the first year of the program) are:

HDP3241	Seminar and Practicum in Assessment and Intervention with Children
HDP3200	Research Proseminar on Human Development and Applied Psychology

In addition, students will take one course from each of the following menus (see the Program Guidelines for course lists).

- Psychosocial Intervention
- Instructional Intervention
- Advanced Assessment
- Social Foundations of Psychology
- Advanced Research Methods
- Biological Foundations of Psychology

Not all courses listed in the menus are offered on an annual basis. Students who have not had an advanced undergraduate or graduate course on history and systems of psychology should take HDP3204 (Contemporary History of Systems in Human Development and Applied Psychology) or an equivalent offered in the psychology department at the University of Toronto. Students will take HDP1201 (Childhood and Adolescent Development) if they have not taken a child development course at the undergraduate level. Please consult your faculty advisor for more information.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following:

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's program or from any graduate program in psychology does not in itself qualify a person to practice as a psychologist or a psychological associate. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The College examines candidates for registration as Psychologists and Psychological Associates in Ontario. The M.A. in School and Clinical-Child Psychology is designed to meet the academic requirements for registration as a Psychological Associate. The Ph.D. in School and Clinical-Child Psychology is designed to meet the academic requirements for registration as a Psychologist. At the discretion of the College, courses other than those required by the program may be required for certification.

Further information is available from:

The Registrar
College of Psychologists of Ontario
1246 Yonge Street, Suite 201
Toronto, Ontario M4T 1W5
Telephone: 416-961-8817
Fax: 416-961-2635
E-mail: cpo@cpo.on.ca
Website: www.cpo.on.ca

Courses

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Please consult the Course Schedule for currently scheduled courses.

A course is identified with this department when the prefix is HDP. Numbers 12 and 22 denote a master's level course, while numbers 32 and 52 denote a doctoral level course. In previous years, number 42 was also used to denote a master's level course.

HDP1200H Foundations of Human Development and Education

All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.
J. Astington, A. Biemiller, M. Lewis and staff

HDP1201H Child and Adolescent Development

This course addresses factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. As well, preventative and remedial phases of mental health are examined.
Staff

HDP1206H Proseminar in Human Development and Applied Psychology

This course is intended for all students in HDAP beginning an MA program that includes a thesis. It is held on alternate weeks in the fall and spring terms. Students attend the departmental colloquia, which enable them to hear researchers from both outside and within the department talking about their research in person, and offering models of practice in developmental and applied psychology. Before each colloquium, students work individually and collaboratively to study published papers by each colloquium speaker. There are discussions of these papers, in pairs and in larger groups, with a view to understanding the underlying principles of each speaker's program of research, and to acquiring a skilled approach to the research literature. Assessment is based principally on students making critiques of the published papers they study, and on making connections from such papers to their own research topics.
K. Oatley and staff

HDP1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology

This course focuses on the four quantitative research methods most frequently used in psychology (observation, experiments, questionnaires, and semi-structured interviews) as well as their rationales and the implications of their use. The four main statistical methods of analysis - chi square, analysis of variance, correlation, and regression - will be reviewed and applied to specific pieces of research. The preparation and writing of a dissertation proposal will be addressed.
K. Oatley and K.E. Stanovich

HDP1211H Psychological Foundations of Early Education

The purpose of the course is to identify the psychological foundations of program/practice in early education in programs for children of 4 to 7 years, and to analyze the issues associated with the different resulting educational perspectives. The historical-theoretical roots of early education and associated views of the learner, research related to current issues, and selected features of current practice will be explored.
J. Hardacre and staff

HDP1215H Psychological Assessment of School-Aged Children

The purpose of this course is to gain an understanding of basic principles to psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the assessment process, basic statistical concepts related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests (e.g., WISC-III, WPPSI-R, WAIS-III, WIAT-II, K-TEA, WRAT-3) which is evaluated through review of completed test protocols and video-taped test administrations.
Prerequisite: This course is limited to students in the School and Child Clinical Psychology program and is a co-requisite with course HDP1216.
M. Peterson-Badali, K. Scott and J. Wiener

HDP1216H Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests, academic tests, tests of special abilities and behaviour rating scales within the context of a practicum assignment in the Counselling and Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.
Prerequisite: This course is limited to students in the School and Child Clinical Psychology program who have completed course HDP1215.
M. Peterson-Badali, N. Link, K. Scott and J. Wiener

HDP1217H Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children

This course provides a basic overview of current behavioural and cognitive-behavioural approaches to the management and remediation of maladaptive behaviour, such as aggression, disruption, and noncompliance, in clinical, educational and residential settings. A conceptual model of behaviour and cognitive-behaviour therapy and learning principles relevant to this model will be considered. The model focuses on proactive, nonintrusive, and success-based approaches to remediation of problem behaviour. Topics will include assessment of maintaining variables, teaching of adaptive skill clusters, building tolerance to difficult environmental circumstances, moderating severe behaviour to enable skill-teaching, and evaluating clinical progress.
J. Ducharme

HDP1218H Seminar and Practicum in Assessment (Pass/Fail)

This course supports and monitors the development of the M.A. student's clinical skills, (assessment and intervention) in the field placement. Placements are typically in school settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to differential diagnosis and clinical practice.
NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the second M.A. year. Students are expected to consult with Dr. Link to arrange a practicum placement.
Prerequisite: HDP1215, HDP1216, HDP1219, HDP1220 or equivalent; and permission of instructor.
N. Link and staff

HDP1219H Ethical Issues in Applied Psychology

This course provides students with an overview of legal, ethical, and professional issues as they relate to the practice of psychology. The current regulatory model of psychology in Ontario and its implications for practice are reviewed. The Canadian Code of Ethics, College of Psychologists' Standards of Practice, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as they relate to issues of confidentiality, record keeping, consent, competence, professional boundaries, and multicultural issues in assessment, psychotherapy, and research. Throughout the course, a model of ethical decision-making designed to assist practitioners with ethical dilemmas is reviewed and practised with a variety of case examples in the context of small- and large-group discussion.
M. Peterson-Badali and staff

HDP1220H Introduction to School and Clinical-Child Psychology

This course is intended to provide students in School and Clinical Child Psychology with a grounding in the conceptual foundations of the program. The implications of the scientist practitioner model for practice as a school or clinical child psychologist is the cornerstone of the course. Specific issues to be addressed include developmental and systemic approaches to psychological practice, systems and group behavior within, and related to the school organization, multidisciplinary teams, approaches to consultation, principles of prevention and intervention, and program evaluation. Students will apply the principles discussed in the course in a practicum placement arranged by the course instructor.
NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the first year of the School and Clinical Child M.A. program.
J. Wiener

HDP1222H Approaches to Psychotherapy Across the Lifespan

This course introduces the major theories of psychotherapy with children and adults including: cognitive-behavioral, psychodynamic, and humanistic approaches. Issues related to gender and to individual and cultural diversity are also considered. A practical component assists students in developing basic psychotherapy skills.
NOTE: Open to School and Clinical Child Psychology students only; others by permission of instructor.
Staff

HDP1223H Depression in the Schools: Assessment, Prevention, and Intervention

Multidimensional assessment and intervention models for working with depressed children and youth in the schools. Self-report as well as teacher observation and rating techniques for identifying at-risk children and youth; teacher-mediated and parent-mediated intervention approaches; group work for social-skill and self-esteem development. This course will include a practicum.
S. Miezitis

HDP1233H Cognitive Development and Applications

This course provides a comprehensive overview of cognition from infancy to adolescence, by considering the development of sensorimotor abilities, memory, language, concepts, reasoning and problem solving, metacognition, and social cognition. The course links theory and research in cognitive development to applications with families, schools and communities
J. Astington and M. Ferrari

HDP1234H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.
D.R. Olson and staff

HDP1236H Developmental Psychopathology

In this course we look at the classification and epidemiology of psychological disorders of childhood.
J. Jenkins and staff

HDP1237H Cognitive Development, Learning and Instruction

This course will cover theories and models of cognitive development that are relevant to instruction and educational practice. Research in cognitive science that has contributed to our understanding of learning will also be reviewed and discussed, and student projects will help consolidate and extend these ideas.
Prerequisite: HDP1233
J. Peskin and M. Ferrari

HDP1238H Special Topics in Human Development and Applied Psychology: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of human development and applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

HDP1241H Outcomes of Early Education and Child Care

Does early childhood education make a difference? Are "day care kids" different from those cared for at home? If there are differences, what are they? For whom are those differences, if any, meaningful? Are those differences, if any, lasting? How do we know? And, who cares? This course will explore these issues; we will examine a variety of early childhood programs, historical and contemporary, and the research and evaluation studies related to them. Students will select and critique a published evaluation study on aspects of early education/care, and design their own evaluative study of an element of an early education/care program of personal interest. ("Early childhood" = up to 9 or 10 years of age.)
A. Biemiller, J. Hardacre and staff

HDP1249H Socio-emotional Development and Applications

This course will review theories of social and emotional development, and then follow the child's social-emotional growth from birth through adolescence. Within the context of children's family and peer relationships we will consider the ways in which emotional and social experience becomes patterned, organized, and represented by the child and by others. We will examine the implications of these issues for problematic outcomes in families, daycares, and schools, and for prevention and intervention practices.
M. Perlman and M. Lewis

HDP1256H Child Abuse: Intervention and Prevention

An examination of the nature and consequences of child maltreatment. Theory and research in physical, sexual, and emotional abuse will be reviewed. Coverage includes recent therapeutic interventions and promising prevention initiatives. The objective of this course is to provide a knowledge base for more effective practice and inquiry.
K. Scott, R. Volpe and staff

HDP1259H Child and Family Relationships - Implications for Education

This course has a dual focus: consideration of theory/research related to child-parent relationships and family influences on child development, and application of this literature in examining current child care/education policy and program initiatives.
J. Jenkins, C. Corter and staff

HDP1260H Children, Psychology and the Law

A critical analysis of the Canadian legal system's interface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's rights, and risks and opportunities for children in the context of today's legal system. Domains include education, health, family law (custody and access; protection), and criminal law. Specific topics include Ontario's child protection system, the Young Offenders Act, Special Education, issues in custody and access assessment, children's and youths' understanding of the legal system, etc.
NOTE: This is not intended as a law course, but to acquaint psychology and education practitioners with relevant legal issues.
M. Peterson-Badali and staff

HDP1265H Advanced Topics in Social and Personality Development

This is a specialist course dealing with current issues and research in particular areas of social and personality development. The focus of the course will vary from year to year and will include identity and personality formation, emotional influences on development, and moral development. As well as examining current research, we will consider the implications of this research for the contexts in which children are socialized and the developmental outcomes that result from different kinds of experience.
Prerequisite: HDP1249
M.L. Arnold, R. Volpe and M. Lewis

HDP1272H Play and Education

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
NOTE: This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education and M.Ed. students in HDAP. Others must seek the permission of the instructor to register.
J. Hardacre

HDP1273H Psychology of Disability and Empowerment

The purpose of this course is twofold: 1) to develop theoretical and practical knowledge about the social context of disability, and 2) to promote the full and equal participation of persons with disabilities in society through empowerment. Barriers to an inclusive society will be explored and the roles that professionals may play in the disempowerment of persons with disabilities will be examined. The course assumes a cross-disability focus and is guided by the philosophies of independent living and community living, emphasizing human rights, self-determination, interdependence, equality, and full and valued participation in the community.
P. Stanovich and staff

HDP1279H Preventative Interventions for Children at Risk

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.
R. Volpe and staff

HDP1284H Psychology and Education of Children and Adolescents with Behaviour Disorders

Psychological and educational characteristics of children and adolescents with behaviour disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analyzed.
NOTE: This course is intended primarily for Child Study and Education students, and M.Ed. students in HDAP. Others must seek the permission of the instructor to register.
J. Wiener and staff

HDP1285H Psychology and Education of Children and Adolescents with Learning Disabilities

Psychological and educational characteristics of children and adolescents with learning disabilities and ADHD with an emphasis on the constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
NOTE: This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education, M.Ed. students and School and Clinical-Child students in HDAP. Others must seek the permission of the instructor to register.
T.W. Humphries and J. Wiener

HDP1299H Language Acquisition and Development

This course provides a comprehensive overview of language acquisition and development from before birth to adolescence. Topics covered include speech perception, word learning, syntax development, discourse, communicative competence, atypical language development, and theoretical explanations in developmental psycholinguistics.
J. Astington

HDP2200H Child Study: Observation, Evaluation and Reporting

A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the practitioner as critical inquirer will be emphasized.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
R. Volpe and staff

HDP2201Y Childhood Education Seminar

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements. This course will also include a focus on childcare arrangements and related issues for children in elementary schools, and a review of the Day Nurseries Act.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
J. Hardacre and staff

HDP2202H Childhood Education Seminar II: Advanced Teaching

This seminar will provide for discussion of topics and issues that emerge during the students' internship (HDP2221Y Advanced Teaching Practicum). This course will also include a review of the Education Act and regulations, the College of Teachers and regulations, and one or more sessions on the history of the child care movement, and on current policy issues on child care.
R. Volpe and staff

HDP2210Y Introduction to Curriculum

A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve. Basic areas of the elementary curriculum will be introduced, including arts (drama, music, physical education, and visual arts), communications, mathematics, and science.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
Staff

HDP2211H Theory and Curriculum I: Language and Literacy

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of communications (speaking, listening, reading, writing). The practical problems of curriculum design are informed by theoretical considerations of

children's linguistic development from infancy onwards, and of the differences between oral and written language.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
D. Willows and staff

HDP2212H Theory and Curriculum II: Mathematics and Science

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
Staff

HDP2220Y Teaching Practicum (Pass/Fail)

Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
J. Hardacre and staff

HDP2221Y Advanced Teaching Practicum (Pass/Fail)

Second year Child Study and Education students carry out one internship placement lasting 16 weeks. Internships may be in classes from preschool through grade six. Through these internships students consolidate skills under the supervision of a mentor teacher on site and a staff member from the Institute of Child Study. The internship provides a total of 320 practicum hours.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.
J. Hardacre and staff

HDP2230H Designing Educational Programs

An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
A. Biemiller and staff

HDP2252H Individual Reading and Research in Human Development and Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP2275H Technology for Adaptive Instruction and Special Education

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in main-streamed classrooms. The course is suitable for students in the departments of Curriculum, Teaching and Learning and Human Development and Applied Psychology who are using or are considering using computers in the classroom.
P. Lindsay and staff

HDP2280H Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, integration and inclusion, and instructional and classroom adaptations.
NOTE: This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education, M.Ed. students and School and Clinical-Child students in HDAP. Others must seek the permission of the instructor to register. This course is not appropriate for students who already have a background in special education.
C. Musselman, J. Wiener, P. Lindsay and staff

HDP2283H Psychology and Education of Gifted Children and Adolescents

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating

HDP2287H Classroom-Based Counselling Approaches

This course will examine counselling approaches that are appropriate for teachers and counsellors to use in the school setting. An overview of classroom-based counselling approaches for the prevention and treatment of behavioural, social, and emotional problems will be presented. Interventions designed for individual students, small groups, classes, schools, and parents will be discussed, and evaluative research on these approaches will be analyzed.
J. Wiener and staff

HDP2288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.
Staff

HDP2291H Special Topics in Adaptive Instruction and Special Education: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff

HDP2292H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T.W. Humphries and J. Wiener

HDP2293H Interpretation of Educational Research

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, P. Lindsay, C.R. Musselman and U. Shafrir

HDP2295H Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP2296H Reading and Writing Difficulties

The purpose of the course is to meet special educators' and experienced classroom teachers' needs in assessing and teaching children with reading and writing problems. Half of the course will be devoted to learning dynamic assessment techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific programming needs. Emphasis will be placed upon implementation of the remedial materials with students who have serious reading and writing difficulties.
NOTE: Priority will be given to students in the Adaptive Instruction and Special Education specialization. Permission of the instructor is required.
D. Willows

HDP3200H Research Proseminar on Human Development and Applied Psychology

This course, intended for all beginning doctoral students in HDAP, is held on alternate weeks in the fall and spring terms. Students attend the departmental colloquia, which enable them to hear researchers from both outside and within the department talking about their research and offering models of research practice in human development and applied psychology. Before each colloquium, students work individually and collaboratively to study published papers by each colloquium speaker. Assessment is based principally on students making critiques of the published papers they study, and on making connections from such papers to their own research topics.
K. Oatley and staff

HDP3201H Qualitative Research Methods in Human Development and Applied Psychology

This course provides an overview of qualitative research methodology and techniques. Coverage includes major philosophy of science, historical, and contemporary (critical, post modern, hermeneutic, constructivist and feminist) perspectives. Ethnographic, life history, individual and multiple case study, and focus group methods will be reviewed in relation to a narrative framework. Observational, interview, personal record, and archival data management will be discussed. Students will have an opportunity to design, implement, analyze, and report a micro qualitative study. Special emphasis will be placed on the use of computers and visual imaging techniques.
R. Volpe

HDP3202H Advanced Practicum in School Psychology

Study of core areas of school psychology. Second-year doctoral students, under faculty supervision, will supervise M.A. students in 1216H, 1220H, and 1221H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation.
NOTE: Open only to doctoral students in School and Clinical Child Psychology.
Prerequisite: HDP1216H and HDP1220H
S. Miezitis

HDP3203H Children's Theory of Mind

This course investigates the ability to interpret human behaviour within a mentalistic explanatory framework. It examines research on young children's developing awareness of mental states in themselves and others, and explores the implications of this development for children's metacognitive and social understanding in the preschool and early school years. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and evaluates different theoretical explanations of children's understanding of the mind.
Prerequisite: Permission of instructor.
J.W. Astington and staff

HDP3204H Contemporary History and Systems in Human Development and Applied Psychology

An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counselling, developmental, and educational psychology. The goals of the course are a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understanding research and practice issues.
R. Volpe

HDP3206H Research Seminar in Development in Early Childhood

An examination of certain conditions during the infancy and toddler period of development that will have an impact on later behaviour. Normal attachment development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored with particular emphasis on attachment theory.
O. Weininger

HDP3208H Research Seminar in Adolescent Development

This course focuses on the distinguishing characteristics of development during the adolescent years, as depicted in evolving psychological theory and current research. Broad themes will include adolescent thinking, self concept and identity formation, social and personal relationships, moral development and values acquisition, health and sexuality, and the role of gender and culture in shaping adolescent experience; specific topics will depend, in part, on the expressed interests of students. The course is intended primarily for students developing their own research agendas, but it is also relevant to those working with adolescents in educational and clinical settings.
M.L. Arnold

HDP3209H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics with an emphasis on their relations to literate competence. Topics considered are language development, literacy development, writing systems and the role of linguistic processes in thinking and instruction.
Prerequisite: Permission of instructor.
D.R. Olson and staff

HDP3221H Cross-cultural Perspectives on Children's Problems

This course is designed to help students develop an appreciation that diversity issues may influence the way individuals act, the way their problems are expressed and conceived in their milieu and by outsiders, and the way assessment and interventions are treated. Through this course students will develop a solid understanding of the social bases of behavior. The course will examine from a cross-cultural perspective selected topics in psychology and human development pertaining to normative and pathological patterns of behavior in children and youth.
NOTE: Permission of the instructor is required.
E. Geva

HDP3224H Advanced Proactive Behavioral and Cognitive-Behavioral Interventions

This course will provide an advanced examination of proactive behavioral and cognitive-behavioral approaches used with children for the remediation of skill deficits associated with defiance, aggression, impulsivity, depression, and anxiety. Students will be required to develop treatment approaches to case presentations and/or conduct clinical workshops for parents, teachers or other intervention agents.
J. Ducharme

HDP3225H Family Contexts and Developmental Psychopathology

In this course we consider emotional, cognitive and behavioural development in children in the context of high risk environments. We examine recent theory and research on developmental trajectories or pathways. We consider within-family variations in development. High-risk environments include problematic family contexts, negative peer and community influences.
J. Jenkins and staff

HDP3226H Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology

This course focuses on current research and methods in human development and applied psychology. The course emphasizes the integration of research methods, statistics, and research content. The focus is on the thesis preparation process. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.
Prerequisite: One graduate course in quantitative analysis, and permission of the instructor.
D. Keating, M. Ferrari and K. Stanovich

HDP3229H Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, cognition-emotion interaction and the development of this interaction over the lifespan will be discussed. Contemporary approaches to modelling development will be introduced. Clinical and educational implications will be discussed, including emotional constraints on cognition and learning, individual differences in emotion, and the development of personality and psychopathology.
M. Lewis and staff

HDP3230H Understanding Narrative

In this course, we will explore how narrative is read and understood by people in schools and elsewhere, and how narrative is written, in fiction and other genres such as biography and autobiography. We aim to understand the psychological components of writing narrative literature and the psychological responses that occur during reading. We will also discuss the role of reading and writing narrative in the understanding of the self, and in therapeutic change. During the course we will discuss the following: a play by William Shakespeare, at least one nineteenth-century novelist, a case history of Sigmund Freud, a short novel by modernist writer Virginia Woolf, and a work by a recent or post-modernist writer. We will also discuss empirical work on responses to literature, and on the effects of reading and writing.
K. Oatley and staff

HDP3231H Psychodynamic Bases of Therapy

In this course we seek an understanding of psychodynamic theory as a basis for individual therapy in schools and elsewhere. We will discuss Freud's early work on sexual abuse, and its later repercussions, then move to his full-length case histories in order to understand fundamental ideas of interpretation, transference, and resistance. We will then move to interpersonal and object relations theories in the work of Klein, Winnicott, Guntrip, Fairbairn, and Laing, as well as theorists who have developed psychoanalytic theories of development including Horney, Bowlby, Ericson, and Stern. Throughout the course we will seek links to empirical data of human cognitive and emotional development, and we will end with findings of research on process and outcome in psychotherapy.
Staff

HDP3237H Recent Advances in Cognitive Development and Education

This seminar will focus on contemporary theories of cognitive development. One or more classes of theories or general models will be selected each term. Changes in children's abilities and behaviours will be related to underlying changes in cognitive structures and processing.
Prerequisite: HDP1237 or its equivalent, or permission of instructor.
M. Lewis and staff

HDP3238H Special Topics in Human Development and Applied Psychology: Doctoral Level

Description as for HDP1238.
Staff

HDP3240H Advanced Social and Emotional Assessment Techniques

This practicum course introduces the student to the work of clinical assessment. Questionnaire and projective tests are used to assist in developing a picture of the emotional experience and the social environment of the child/adolescent. These factors are integrated with measures of cognitive ability and academic skill development to obtain an overview of psychological functioning.
NOTE: This half-credit course is scheduled on alternate weeks for the academic year.
Prerequisite: HDP1216 or equivalent and permission of the instructor.
N. Link and staff

HDP3241H Seminar and Practicum in Assessment and Intervention with Children (Pass/Fail)

This course supports and monitors the development of the Ph.D. students' clinical skills (assessment and intervention) in the field placement. Placements are typically in clinical settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to diagnosis, intervention and clinical practice.
NOTE: Open only to School and Clinical-Child Psychology students. Students are expected to consult with Dr. Link to arrange their practicum placement in the year prior to taking this course or as soon as they are accepted into the program
Prerequisite: HDP1218 or equivalent and permission of the instructor.
N. Link and staff

HDP3252H Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

Description as for HDP2252.
Staff

HDP3255H Systemic Family Therapy

The aim of this course is to introduce students to family therapy concepts and interventions for use in the practice of school and clinical-child psychology. Structural, strategic, narrative and transgenerational models are considered through discussion of readings, videotape analysis and practical exercises.
NOTE: This course is normally limited to students in the School and Clinical-Child Psychology program. Others by permission of the instructor.
J. Jenkins and staff

HDP3282H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.
K.E. Stanovich and staff

HDP3286H Developmental Neuropsychology

In this course students will be introduced to the field of clinical neuropsychology, using a developmental lifespan approach. Topics addressed include neuropsychological theory regarding learning disabilities and other brain-based impairments, assessment methods and clinical case analysis techniques using data and descriptions of actual cases of children and adults with clinical neurological or suspected neurological-developmental disorders. Clinical case formulation is discussed, based on assessment data and research relevant to various subtypes of brain dysfunctions. Students will also be exposed to methods of developing treatment and intervention plans across a range of neuropsychological disorders in school and other settings.
Staff

HDP3287H Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the "new look" in cognitive science - parallel distributed processing (PDP) - as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in Human Development and Applied Psychology.
P. Lindsay

HDP3292H Advanced Psychoeducational Assessment and Psychodiagnosis

The purpose of this course is for students to refine their skills in psychoeducational assessment by assessing children with a variety of complex learning and social and emotional problems. Traditional psychoeducational assessment techniques are combined with a systemic approach to assessment of cognitive, educational and social/emotional functioning of children. Assessment is seen as embedded in a counselling process in which the children, parents and teachers are assisted to understand the nature of the children's difficulties, how they learn best, and their adaptive strategies for coping in the social milieu. Students will undertake two assessments over the course of the academic year using the facilities of the Counselling and Psychoeducational Clinic.
NOTE: This course is intended for students in School and Clinical-Child Psychology. Others by permission of the instructor.
Prerequisite: HDP1216 and one of HDP1218, HDP5271, or HDP5284.
J. Wiener and staff

HDP3297H Biological and Psychological Foundations of Low Incidence Disorders

This course will focus on current knowledge of various low incidence disorders (those typically represented in one percent of the population or less), especially conditions that are first diagnosed in infancy or childhood. We will discuss both biological and psychological factors playing a role in the etiology and discuss characteristic profiles for specific disorders. We will also consider potential interventions for prevention and treatment of the various disorders. Disorders to be considered include (but are not limited to) mental retardation, autistic disorder, Rett's disorder, Asperger's disorder, tic disorders, selective mutism, pica, enuresis, stereotypy and feeding disorders.
J. Ducharme

HDP5271Y Assessment and Programming for Reading and Writing Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists.
NOTE: This course is normally limited to students in School and Clinical Child Psychology. Permission of the instructor is required.
D.M. Willows and staff

HDP5280H Advanced Research Planning in Human Development and Applied Psychology

Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of instructor.
E. Geva and K.E. Stanovich

HDP5281H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
K. E. Stanovich

HDP5284H Assessment and Intervention in Multicultural/Bilingual Contexts

The purpose of this course is to explore, from a multidimensional perspective, assessment and intervention issues and techniques arising when learners in second language or multicultural contexts experience learning difficulties. Through readings, classroom discussion, case studies, and client-work, the course is intended to help students become better aware and better prepared for work with individuals in culturally and linguistically diverse settings. Students are expected to integrate and apply such diverse areas as second language acquisition, learning disabilities, cognitive and affective functioning, and to consider alternative assessment and remediation practices.
NOTE: Open to doctoral students in School and Clinical Child Psychology only; others by permission of instructor.
E. Geva

HDP5295H Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP5298H Special Topics in Adaptive Instruction and Special Education: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. For further information, see the course schedules available in early March.
Staff

HDP7002H Ethical, Legal and Professional Issues in Education

This course provides students with an overview of legal, ethical and professional issues as they relate to the educational practitioner. Models of decision-making designed to assist practitioners with ethical concerns are reviewed and practiced with a variety of case examples. Issues are also examined in relation to professional conduct and responsibilities. The course will address school law in Ontario.
NOTE: This course is normally open only to students in the M.T. in the Human Development and Curriculum Program.
Staff

HDP7004Y Practicum in Schools

This course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of a field teacher on site and an academic staff member at OISE/UT. The practicum provides a minimum of 30 days of field experience.
NOTE: This course is normally open only to students in the M.T. in the Human Development and Curriculum Program.
Staff

HDP7005H Practicum Internship

Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of field teachers on site and an academic staff member at OISE/UT. The practicum provides a minimum of 80 days of field experience as junior staff members within school settings.
NOTE: This course is normally open only to students in the M.T. in the Human Development and Curriculum Program.
Staff

JPX1001H Parenting: Multidisciplinary Perspectives

This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting. Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives.
NOTE: Offered jointly by OISE/UT, the Faculty of Social Work and the Department of Psychology.
C. Corter (Coordinator)

Other courses accepted for credit

The following courses may be accepted for credit in the Department of Human Development and Applied Psychology. For course descriptions please see the relevant department's course listing.

Master's Courses

CTL1003	Language Arts in Primary Education
CTL1004	Reading and Language Comprehension
CTL1400	Classroom Adaptations and Instructional Strategies
CTL1401	The Resource Consultant: Skills in Classroom Consultation
CTL1402	Adaptive Instruction in Inclusive Classrooms
CTL1403	Special Education and Social Representation of Difference

Doctoral Courses

CTL1803	Research Seminar in Reading
CTL1880	Analysis of Instruction

Sociology and Equity Studies in Education
Département de sociologue et d'études de l'équité en éducation (SESE)

The Department of Sociology and Equity Studies in Education offers a full range of areas of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. These areas of study offer students preparation in Sociology in Education with an emphasis on equity issues. Particular areas of concentration include:

- Aboriginal and Indigenous Studies in Education
- Critical Pedagogy and Cultural Studies
- Critical Race and Anti-Racism Studies
- Feminist Studies and Gender Relations in Education
- Learning, Work and Change

Faculty participate in several related interdepartmental specializations, collaborative programs and research centres, as well as the Midnorthern Centre in Sudbury, and the OISE/UT initial teacher education program.

The Department is organized as a constitutional democracy with a General Assembly and standing committees which provide for policy and decision-making in departmental programs, selection of incoming students, etc. Our constitution is based on one person/one vote, and everyone in the Department (staff, faculty and registered students) has voting rights and is welcome to participate in the running of the department.

General Information

For information about application procedures and forms contact:

OISE/UT Registrar's Office,
Graduate Studies Admissions Unit, Room 485
Telephone: 416-923-6641 ext. 2663/2664
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

For information about registration contact:

Lynn Romero, Liaison Officer, Registrar's Office Graduate Studies Registration Unit, Room 485
Telephone: 416-923-6641 ext. 2430
E-mail: lromero@oise.utoronto.ca

Academic Information

For further information on academic programs, contact:

Kristine Pearson, 416-923-6641 ext. 2292
E-mail: kpearson@oise.utoronto.ca
OR
Paul Olson, 416-923-6641 ext. 2287
E-mail: polson@oise.utoronto.ca
Website: www.oise.utoronto.ca/depts/sese

Chairs and Coordinating Faculty of the Department

Sandra Acker, Ph.D. (Chicago)
Professor and Chair of the Department, cross-appointed to the Department of Theory & Policy studies in Education
(gender and education; work, cultures, and careers of teachers and academics; feminism and educational policy and practice; sociology of education; higher education)
sacker@oise.utoronto.ca

George J. Sefa Dei, Ph.D. (Toronto)
Professor, Associate Chair of the Department and Departmental Graduate Coordinator, cross-appointed to the Department of Anthropology, University of Toronto
(anti-racism and domination studies; sociology of race and ethnicity; international development; indigenous knowledges; political ecology; ethnography; and anti-colonial thought)
gdei@oise.utoronto.ca

C. Paul Olson, M.A. (Princeton)
Graduate Studies Academic Secretary, to whom program inquiries for this Department should be directed
Associate Professor
(social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)
polson@oise.utoronto.ca

Faculty

Nathalie Bélanger, Ph.D. (Sorbonne)
Assistant Professor, jointly-appointed to the Department of Curriculum, Teaching and Learning and the Centre de recherche en éducation franco-ontarienne
(Franco-Ontarian studies; sociology and history of special education; inclusive education)
nbelanger@oise.utoronto.ca

Kathy Bickmore, Ph.D. (Stanford)
Associate Professor, jointly-appointed from the Department of Curriculum, Teaching and Learning
(conflict and conflict resolution; social studies/geography; cross-cultural and comparative education; politics/social foundations of education for democracy/equity)
kbickmore@oise.utoronto.ca

Kari Dehli, Ph.D. (Toronto)
Associate Professor
(feminist studies in education and educational policy; historical sociology and cultural studies; politics; power and subjectivity)
karidehli@oise.utoronto.ca

Margrit Eichler, Ph.D. (Duke)
Professor, cross-appointed to the Department of Sociology and University College, and Director, Institute for Women's Studies and Gender Studies, New College, University of Toronto
(family policy; gender-based analysis, integrative inequality analysis; women's studies)
meichler@oise.utoronto.ca

Rose Baaba Folson, Ph.D. (Carol von Ossietzky University of Oldenburg)
Associate Professor
(theories and policies of migration; theories and everyday racism; international relations; civil moral code, sexuality and racism; feminist studies)
rfolson@oise.utoronto.ca

Michael Fullan, Ph.D. (Toronto)
Professor and Dean
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)
mfullan@oise.utoronto.ca

Edward B. Harvey, Ph.D. (Princeton)
Professor, jointly-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labour market; applied social research and policy analysis; employment equity)
ebharvey@oise.utoronto.ca

Monica Heller, Ph.D. (California at Berkeley)
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Njoki Nathani Wane, Ph.D. (Toronto)
Assistant Professor
(gender, colonialism and development; indigenous knowledge practices; black feminism; anti-racist education)
nnathaniwane@oise.utoronto.ca

Associated Instructors

Wallace Seccombe, Ph.D. (Toronto)
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Departmental Foci

Faculty and student research and interests represent a variety of approaches to sociology and equity studies in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five areas listed below (as well as in the Interdisciplinary and Interdepartmental Foci and Collaborative Programs). Students are not required to stay within a single focus when selecting courses.

Aboriginal and Indigenous Studies in Education

This focus addresses current issues, trends, perspectives, and models of Aboriginal and Indigenous education through historical, cultural, spiritual, social and political philosophies and themes. Specific foci include: Aboriginal, Indigenous, and marginalized knowledges in global contexts and pedagogical implications for educational change; the roles media, institutions, governments, and historical and contemporary policy in producing conditions of constraint, images of Aboriginal and Indigenous peoples, social and class differences, dominance, control politics, and social inequalities in regard to Aboriginal and Indigenous peoples; and a special interest in the developing, promoting, and sustaining of anticolonial thought in the academy and in community. The goal of this specialization is to create spaces for integrating Aboriginal and Indigenous knowledges. Faculty include: George Sefa Dei, Laara Fitznor, Judy Iseke-Barnes, Paul Olson and Njoki Nathani Wane.

Critical Race and Anti-Racism Studies in Education

Courses in this focus provide students with an integrative view of social difference (race, class, gender, disability and sexuality) and a critical reading of multiple social oppressions revealed in different sites and sources: schools, universities, local communities, media, law and cultural production. Faculty include: Dwight Boyd, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Monica Heller, Judy Iseke-Barnes, Helen Lenskyj, Roxana Ng, Paul Olson, Sherene Razack, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Critical Pedagogy and Cultural Studies

Critical inquiry into the roles played by educational institutions in producing and maintaining cultures, symbolic dominance, and social inequalities; and analyses of alternative teaching materials and pedagogies intended to address and transform domination and inequality. Related courses are offered in the departments of Adult Education, Community Development and Counselling Psychology (AECDCP); Curriculum, Teaching and Learning (CTL); and Theory & Policy Studies in Education (TPS). Faculty include: Sandra Acker, Nathalie Bélanger, Kathy Bickmore, Kari Dehli, George Sefa Dei, Laara Fitznor, Monica Heller, Judy Iseke-Barnes, Helen Lenskyj, David Livingstone, Paul Olson, Sherene Razack, Peter Sawchuk and Rinaldo Walcott.

Feminist Studies and Gender Relations in Education

Core courses: SES1981 (core course for this focus) and CTL1313 (core course for the M.Ed. in Gender Equity). This focus offers courses on gender studies in the family, school, and workforce; feminist practice; gender, class, race, language, and cultural and biological reproduction; social history of women and women's education; feminism and feminist historiography. Note that other courses offered by feminist faculty, but not listed in this focus, may be taught from a feminist perspective. Faculty include: Sandra Acker, Kathy Bickmore, Dwight Boyd, Kari Dehli, Margrit Eichler, Rose Baaba Folson, Edward Harvey, Monica Heller, Helen Lenskyj, Sherene Razack, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Learning, Work and Change

Core courses: SES2942 and SES3950. This focus is devoted to teaching and research about the interrelations of organized/informal learning, paid/unpaid work, and societal change processes and the roles of educators in improving these relations. Courses offer theories and methods for understanding political, economic and ideological forces associated with educational and workplace change. Some representative themes include: influences of social class, gender, ethnicity and generation on learning practices and work opportunities; impacts of technological changes on labour markets, work democratization; changing labour processes and related training programs; school and community relations; teachers' work and educational innovation; and problems of underemployment and the future of work.

This focus is also associated with the following areas of interest:

- the **Learning and Work** Interdisciplinary Research Focus (page 164)
- the **Workplace Learning and Change** focus in Adult Education, Community Development and Counselling Psychology (page 37).
- the **Intermediate/Senior Alternate Program 4** (Education and Work) in the Initial/Preservice Teacher Education Program.

Faculty include: David Livingstone (coordinator), Sandra Acker, Nathalie Bélanger, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Edward Harvey, Paul Olson, Peter Sawchuk, Wally Seccombe and Njoki Nathani Wane.

Centres

Three special interest research centres are presently based in the Department:

- Centre for Integrative Anti-Racism Studies
- Centre for the Study of Education and Work
- Centre for Media and Culture in Education.

Through its faculty, the Department also maintains close associations with two externally-based centres at OISE/UT: the Centre for Women's Studies in Education and the Centre de recherches en éducation franco-ontarienne. For more detailed information about these and other OISE/UT research and field centres, see pages 165 - 171 of this *Bulletin*.

Interdisciplinary Research Foci

The following foci are fully described in the Graduate Interdisciplinary Research Foci section, pages 162 - 164.

Aboriginal Education

Aboriginal Education focuses on issues and perspectives in Aboriginal Education. It is taken as part of the student's program within the Department of Sociology and Equity Studies in Education. Three courses in Aboriginal Education and an additional methods course are recommended as part of student programs. Courses are to be selected from Sociology and Equity Studies in Education (SESE), Adult Education, Community Development and Counselling Psychology (AECDCP), and Curriculum Teaching, and Learning (CTL). Associated SESE faculty are: Laara Fitznor, Judy Iseke-Barnes and Paul Olson.

Further information is available from:

Judy Iseke-Barnes
Telephone: 416-923-6641 ext. 2726
Fax: 416-926-4751
E-mail: jisekebarnes@oise.utoronto.ca)

Études franco-ontariennes en éducation

Le Département de sociologie et d'études de l'équité en éducation participe à un programme de cours à distance par ordinateur intitulé "Études franco-ontariennes en éducation" offert par le Département de curriculum, d'enseignement et d'apprentissage, qui porte sur les réalités sociales et scolaires des communautés francophones et dont la langue d'enseignement est le français. Ce programme multidisciplinaire mène au diplôme de M.Ed. Des cours sur place sont également offerts. Vous trouverez la description en français des cours de sociologie qui font partie de ce programme dans la liste des cours qui suit. Pour de plus amples renseignements, prière de consulter la rubrique "Études franco-ontariennes en éducation" (voir page 163).

Critical Pedagogy and Cultural Studies

See the Graduate Interdisciplinary Research Foci section, page 163.

Learning and Work

See the Graduate Interdisciplinary Research Foci section, page 164.

Interdepartmental Graduate Specialization

Gender Equity in Education

This interdepartmental specialization focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's main program within the Department of Sociology and Equity Studies in Education. CTL1313 Gender Equity in the Classroom is a required course. Two other courses are to be selected from a list of courses from various programs. The Centre for Women's Studies in Education (CWSE) coordinates the specialization. (See page 156.)

Further information is available from:

Caralee Price at CWSE
Telephone: 923-6641 ext. 2204
E-mail: cprice@oise.utoronto.ca
Website: www.oise.utoronto.ca/projects/inclusive

Collaborative Programs

Comparative, International, and Development Education

This program is fully described in the section on the Collaborative Graduate Degree Programs, pages 156 - 157. Core course: CTL 6000 (offered in the Department of Curriculum, Teaching and Learning can be counted for Sociology and Equity Studies). Faculty include: Kathy Bickmore, George Sefa Dei, Rose Baaba Folson, David Livingstone, Paul Olson, Alissa Trotz and Njoki Nathani Wane. Applicants must contact the Program Coordinator in advance of submitting their application to the Registrar's Office. They should also forward one copy of their application to him.

Further information is available from:

Joseph Farrell, Collaborative Program Coordinator
E-mail: jfarrell@oise.utoronto.ca
416-923-6641, ext. 2361

Environmental Studies

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Environmental Studies program. For complete details on the program, please see page 157.

Further information is available from:

Njoki Nathani Wane
E-mail: nnathaniwane@oise.utoronto.ca
OR
Roger Hansell, IES Coordinator of Graduate Studies
Telephone: 416-978-6409
E-mail: roger.hansell@utoronto.ca

Women's Studies (GCWS)

The departments of Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education participate in the University's Collaborative Graduate Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Coordinator, Sheila Neysmith (416-978-3268), or the departmental representative for this program, Margrit Eichler. Further information is available on pages 160 - 161 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar***.

Degree Programs

The programs leading to M.Ed., M.A., Ed.D., or Ph.D. degrees may be undertaken as follows:
The M.Ed. Degree may be pursued on a full-time or part-time basis under either Option II (eight half-courses and a Major Research Paper (MRP) or under Option III (six half-courses and a thesis).

The M.A. degree may be pursued full-time or part-time and requires a thesis.

Note that although Ed.D. students may begin their studies on a part-time basis, they must register full-time for a minimum of two consecutive sessions, not including summer, of on-campus study and then maintain continuous registration full-time subsequently until all degree requirements are completed.

Ph.D. students must maintain full-time status throughout their degree program. (See Minimum Admission, Program and Degree Requirements section, pages 19 - 24.)

Both the Ed.D. and the Ph.D. require a dissertation but the Ph.D. requires, in addition, a comprehensive examination.

Students are free to take all their courses within the department but may also take a portion of their courses in other OISE/UT departments, elsewhere in the University of Toronto School of Graduate Studies, or with prior permission, at another accredited university graduate program. The number of courses which must be taken in the department will vary by the type of program (Ph.D., M.Ed., etc.). The minimum number of half courses which must be taken in SESE is listed in the table below.

Program	Total # of courses required	Minimum # of courses in SESE required
M.Ed.	6 half-courses	3 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
M.A.	6 half-courses	4 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
	12 half-courses	6 half-courses
Ed.D.	8 half-courses	4 half-courses
	9 half-courses	5 half-courses
	10 half-courses	6 half-courses
	12 half-courses	6 half-courses
Ph.D.	6 half-courses	4 half-courses
	8 half-courses	6 half-courses
	10 half-courses	8 half-courses
	12 half-courses	8 half-courses

Within these requirements courses taken in another department will be credited on students' transcripts with that department's designation. In special circumstances (e.g. students enrolled in some collaborative or interdisciplinary programs) SESE credit designation **may be** granted for a course offered by another department in partial fulfillment of the minimum SESE course requirement specified for their program. SESE credit for out-of-department courses may not exceed one half course of a student's program.

NOTE: Students must consult with their faculty advisor before enrolling in an out-of-department course for which they require SESE credit.

The Department offers courses **off-campus** as well as in **distance mode** to serve students in localities outside Toronto. Off-campus students typically complete their program by enrolling in courses on-campus during the summer and/or by enrolling as full-time students during a Fall Session and a Winter Session, consecutively. Information about off-campus and on-campus courses to be offered in the 2002 Summer Session and the 2002 Fall Session and 2003 Winter Session will be noted in the "Graduate Studies Course Schedule", available from the Registrar's Office, Graduate Studies Registration Unit, OISE/UT.

Incoming students in all programs should consult, by telephone, in person, or by e-mail, their assigned advisor (please note that a student's faculty advisor does not necessarily serve as his or her thesis, dissertation or MRP supervisor) prior to selecting courses for their program of study. Incoming students may also make enquiries regarding their course selections from the Liaison Officer in the Registrar's Office, Graduate Studies Registration Unit, OISE/UT. Although there are no required courses, it is recommended that new students take appropriate courses in methods and theory as well as a core course in their preferred focus area or areas. Master's level students are strongly encouraged to take a methods course at the SES1900 level and doctoral students at the SES3900 level. Students with little background in sociology in education are strongly encouraged to take SES1900, SES1901 or SES1904. Students with little background in sociology are strongly encouraged to take SES1904.

Course outlines are available for consultation in the Department. To help students articulate and focus their intellectual concerns, the Department offers:

- a designated faculty advisor for each student (assigned to the student upon admission)
- a supervisor (to be recruited by the student) for theses, dissertations and MRPs
- independent study and research courses
- access to related courses in other graduate departments
- course outlines and evaluations
- a speaker's series
- the ***Sociology and Equity Studies in Education Handbook*** which includes information about departmental and OISE/UT organization, facilities, and resources. The Handbook is distributed by the department at its orientations and is available from departmental staff.
- notices and information sent over e- mail through the departmental email conference "SESE"
- workshops on particular topics such as writing thesis proposals

In addition, some faculty members run thesis support groups for their students.

Admission Requirements

The Department welcomes applicants with diverse but relevant backgrounds. M.Ed. and Ed.D. applicants must have the equivalent of twelve months professional experience. Ph.D. candidates who are admitted without sufficient previous study in sociology or a cognate discipline may be required to take a lengthier program of study, as will M.A. candidates without a four-year bachelor's degree.

NOTE: For further information, contact the department to see M.A./Ph.D. Admissions Policy I & II.

In addition to the general requirements for admissibility as outlined in the Minimum Admission, Program and Degree Requirements section (pages 19 - 24), applicants are required to submit the following:

a) a careful statement of intellectual interests and concerns relevant to sociology and equity studies in education as well as reasons for undertaking a program here in the Department;
b) two letters of reference, preferably from university instructors with whom the applicant has studied or worked;
c) at least one sample of written work in the social sciences

Incomplete applications may be subject to processing delays or rejection.

Courses

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Courses listed in French are generally taught in distance mode. SES1900 to 2999 courses are generally intended for the master's level (please note that all of these courses are also available to doctoral students). SES3900-3999 courses are designed specifically for doctoral programs. (Masters students may enrol in the 3900 courses with the permission of the instructor.)

NOTE: ***The Graduate Studies Course Schedule***, available from the Registrar's Office, Graduate Studies Registration Unit, Room 4-485, will record full descriptions of the 2002/03 Special Topics in Sociological Research courses (SES2999 at the master's level, and SES3999 at the doctoral level).

SES1900H Introduction à la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
N. Bélanger

SES1900H Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
P. Olson

SES1901H Basic Concepts in Sociology in Education

An introduction to basic, widely known concepts in sociology in education. Concepts covered will include many of the following: social order, social structure, status/role, culture, normative order, norms/rules, social action, social facts, sex/gender, race/racism, class, rationality, ideology, power, and authority.
Staff

SES1902H Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
P. Olson

SES1903H Sociological Survey Research Methods in Education

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
P. Olson

SES1904H Introduction to Sociological Theory in Education

This course introduces students to sociological paradigms and analysis through classical theory and some contemporary theory. Theories shall be examined critically for their coherence, logic, consistency and empirical support. More importantly, this course tries to make sociological theory come alive by showing that it is

the product of individuals reacting to issues that were important within the context of their time. Accordingly, due attention is given to understanding the nature of sociological perspectives and the contribution of Enlightenment thinkers, as well as the Big Three: Marx, Weber and Durkheim. These thinkers grappled with social and political issues and posed basic questions about social behaviour that intrigue us to this day and represent fundamental classical perspectives in sociology. We also examine contemporary debates and selected problematic implications in post colonial and post modern theories. By the end of the course, students will be able to effectively integrate sociological theory and concepts within the context of academic papers and substantiate arguments by locating them within a school of sociological theory.
Staff

SES1905H Qualitative Approaches to Sociological Research in Education

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analyzing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.
S. Acker, M. Heller and Staff

SES1907H L'éducation multilingue et multiculturelle: l'analyse sociologique

Ce cours est traité comme un séminaire: l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.
M. Heller

SES1909H Eco-Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings.
M. Eichler

SES1910H The Social Organization of Knowledge

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form - news, data, records, etc. - through which we know the world at "second hand". The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
Staff

SES1911H Sociologie de l'éducation specialiseé

Ce séminaire a pour but d'explorer, d'un point de vue sociologique et historique, et grâce à un ensemble de données théoriques provenant aussi bien de France, d'Angleterre que du Canada, la mise en place de l'éducation specialisée. Cette forme d'éducation, constituée dans le but de répondre aux "besoins" d'élèves désignés comme "spéciaux", eut son heure de gloire à une époque donnée, soit avant qu'émergent les courants d'intégration et d'inclusion scolaire. La situation des écoles de langue française en Ontario sera également analysée au regard de cette question.
N. Bélanger

SES1912H Foucault and Research in Education: Discourse, Power and the Subject

This course will introduce students to central approaches, themes and questions in the work of Michel Foucault. We will discuss the relevance and utility of his work by examining how a number of researchers in education have made use of it. Students will also be able to explore the implications and usefulness of Foucault's work for their own research.
K. Dehli

SES1913H SESE Thesis Students' Seminar

This is a non-credit course that will be required for all SESE doctoral students. Most sessions will focus on providing practical advice and opportunities for discussion about topics such as: the roles of advisors and supervisors; how to find a supervisor and a thesis committee; how to prepare applications for grants and graduate assistantships; how to complete ethical protocols; how to prepare and present conference papers; how to get published; and how to write a proposal; etc.. There will be brief presentations by SESE faculty and some guest speakers. The coordinator will be Helen Lenskyj. Students have to attend at least 50% of the sessions in order to satisfy SESE requirements.
H. Lenskyj

SES1921Y The Principles of Anti-Racism Education

The first half of the course provides a theoretical analysis of anti-racism and anti-oppression education and issues for students, educators, and staff interested in the pursuit of anti-racism and anti-oppression education in the schools. The second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.
G.J.S. Dei

SES1922H Sociology of Race and Ethnicity

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities and identities. It explores the implications of these advances for curriculum and pedagogical practices.
G.J.S. Dei

SES1923H Racism, Law and Radical Education

This course will focus on the issues that arise for activists when engaged in educational and organizational anti-racist initiatives. The context is law. The course examines race critiques of law in terms of the theories of identity, racism and oppression contained within them. It then addresses the organizing and educational issues that emerge from various strategies for social change considered in law. An important activity of the course is the explo-

ration of Canadian anti-racist initiatives. Since much of the readily identifiable reading material on race critiques of law is American, students will be encouraged to pursue a specifically Canadian focus in their research and presentations.
S. Razack

SES1924H Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conceptions of the socioeconomic development process and the role of formal and popular education programs within that process. There is a special emphasis on the impact of international finance capital and the World Bank's economic adjustment policies and programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.
G.J.S. Dei

SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications

This seminar will examine Indigenous and marginalized knowledge forms in transnational and global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes 'valid' knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of Indigenous knowledge forms; questions of power, social difference, identity, and representation in Indigenous knowledge production; the political economy of knowledge production; Indigenous knowledges and science education; Indigenous knowledge and global knowledge; change, modernity, and Indigenous knowledges. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications.
G.J.S. Dei

SES1926H Race, Space and Citizenship: Issues for Educators

Drawing on recent scholarship in critical race theory, law, critical geography, history and cultural studies, on how spaces are constituted by and constitute social relations, this course will explore the issues that arise for educators who wish to consider the production of racial subjects in the making of Canada. The course addresses a central question: How can subordinate groups contest the racialized and gendered structure of Canadian citizenship through educational practices when to do so is to call into question the dominant group's sense of self? To explore this question through interdisciplinary scholarship on race and space, the course will work with the narratives that each region of Canada tells about itself. We will examine the specific pedagogical sites, where the nation teaches its citizens who they are (sites of cultural production and popular culture, political discourse and schools) and consider the educational practices required to interrupt the production of a raced structure of citizenship.
S. Razack

SES1927H Globalization-Migration-" Integration": Race and Gender Relations

The first session of this course will consider the discontents of globalization by examining the dynamics of the process of economic, political and cultural transformation in a framework of unequal power relations, which has caused uneven development in different regions of the world. We shall then examine the correlation between flows of capital and labour and how these flows affect social and economic structures in both "host" and "home" countries. The second session will look into how nation states in the north are strategically responding to the tension between migration and globalization, focusing on race, gender and education.
R.B. Folson

SES1950H Student Deviance, Resistance, and Educational Transformation

This course deals with theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure, as well as practical issues of typification, classroom order, streaming, discipline, special education, school violence and child abuse and child abuse prevention. The course will place a particular emphasis on kinds of deviance and resistance, theories of deviance, mechanisms of social control, the processing of deviance, measurements of deviance, and the social distribution of deviance in schools and society. The course will also focus on violence free school policies and practices; school codes of behaviour, school discipline, and student suspension policies and practices; and antiracist and ethnocultural equity policies and practices, including those pertaining specifically to the Aboriginal peoples.
Staff

SES1951H The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists. The course offered through Distance Education mode by Dr. Pat O'Riley will place a particular emphasis on Native issues in education.
N. Bélanger & Staff

SES1951H L'école et la communauté

Dans plusieurs pays, et notamment au Canada, des réformes éducatives sont entreprises afin de rendre les administrations scolaires plus autonomes, davantage responsables et redevables face aux communautés. En ce sens, le communauté, notamment au travers de l'action des parents, est invitée à jouer un rôle à l'école. Cette situation est issue de la critique d'un modèle scolaire considéré trop uniforme, peu enclin à répondre à des situations particulières et inapte à remplir son rôle en ce qui concerne la transmission des savoirs de base jugés prioritaires. Cependant, certains voient dans cette 'mise en marché de l'éducation' un simple rôle d'apparat pour les parents et le retour à un schéma compétitif entre les élèves. Prenant en compte ces tensions et représentations différentes au sujet du rôle de l'école, ce séminaire a pour but d'examiner, grâce à des textes riches aussi bien du point de vue théorique qu'empirique, les liens qui unissent l'école et la communauté.
N. Bélanger

SES1952H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller

SES1953H Teaching Conflict and Conflict Resolution: Politics and Practice

This seminar applies sociological perspectives to the practical problem of teaching young people (and giving young people opportunities) to handle interpersonal and social conflict. Participants will bring their own experience to bear on the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, school governance, and school social relations. Our focus will be less on "how to" manage conflict resolution education, and more on analyzing where and how various kinds of education about conflict "fit" in (and challenge) the regularized business of schooling. Although our emphasis will be on school-based socialization and opportunities to learn, we will examine the relationships between school experience and other cultural, political, and social-structural influences. The seminar is intended as part of a program of study in Critical Pedagogy and Cultural studies, or Policy and Practice in Education.
K. Bickmore

SES1954H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.
S. Razack

SES1956H Social Relations of Cultural Production in Education

This course will analyze how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.
R. Walcott

SES1957H Doing Disability in Theory and Everyday Life

This course will investigate "disability" from the interplay/tension between every day life experience and wider social context. Theories of the body, of normalcy, of the subject, and of the production of 'differences' are taken up in relation to the writings of people with disabilities. The course takes a cross-disability perspective and incorporates the work of disability activists and disability movements.
Staff

SES1958H Cultural Narratives in Cyberspace

Cyberspace can be defined in many ways. What are the metaphors which define it? What are the discourses that emerge there? How are these produced in cultural negotiations? This course examines cyberspace as a site of cultural production and as a potential site of both retrenchment and resistance to hegemonic understandings of culture. Issues of identity and cultural politics will be examined in regard to cyberspace interactions. Literature from postcolonial and cultural studies, poststructuralist and feminist orientations will provide theoretical orientations in examining cyberspace.
J. Iseke-Barnes

SES1980H Reproductive Technologies and Education

This course will briefly explore the social history of biological/human reproduction and focus on the recent developments in the new reproductive technologies. Particular attention will be paid to the social aspects of the new technologies and arrangements (such as the commercialization and industrialization of human reproduction, and judicial interventions in pregnancies and deliveries) and to the consequences of these developments for education, women, men, children, and society at large.
M. Eichler

SES1981H Feminist Scholarship and Education

The core course of the feminist focus introduces a range of thinking and methods in feminist thought relevant to sociology. It will focus on the development of feminist theory and practice that are central to feminism as it is taught in this department.
Staff

SES1982H Women, "Diversity" and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; feminist agendas and strategies for change.
S. Acker and H. Lenskyj

SES1983H Gender, Race and Historical Sociology

This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.
Staff

SES1985H Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as social class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violence, mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implications for women in the health professions, will be investigated.
H. Lenskyj

SES1988H Diversity and Social Justice Issues in Physical Education, Recreation and Sport

Issues of physicality and the body are often overlooked in the sociology of education literature, while in the field of physical and health education, the differential effects of gender, social class, race/ethnicity, sexuality and dis/ability on children's and adults' experiences of physical education, recreation and sport are frequently underrecognized. The course will begin by examining critical sociological approaches to understanding interacting systems of oppression and their significance for physical education, recreation and sport, broadly defined. Feminist and antiracist analyses of girls' and women's experiences will be central . There will be a focus on education, readings and discussions addressing issues of pedagogy/andragogy in relation to diverse groups, including ethnic minorities, working class people, lesbians/gays and people with disabilities, and in various sociocultural contexts, including schools, universities and communities.
H. Lenskyj

SES1989H Black Feminist Thought

Various discourses, theoretical frameworks and ideological proclamations have been employed to analyze, criticize and interrogate everyday lived experiences of black peoples. This course examines the multiple oppressions and social representations of black women using a black feminist theoretical framework. Part of the course will be devoted to black feminist theory -- a theory developed out of black women's experiences and rooted in their communities. The course will also examine the following issues among others: strands of feminisms with particular emphasis on feminisms as advocated by the visible minorities; the divergences and similarities of black feminisms; and the heterogeneous nature of black women's experiences. The course will be sociological and historical in nature and will examine the intersections of race, class, gender and homophobia.
N. Wane

SES2912H Teachers' Work: Classrooms, Careers, Cultures and Change

This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set in the context of the social role of education and of contemporary social and educational issues and debates.
S. Acker

SES2913H Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.
E.B. Harvey

SES2914H Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.
Staff

SES2915H Managing Educational and Employment Diversity

Demographic and social changes have dramatically altered Canada's workforce and school populations. By the end of the century, over 85 percent of new workers will be women, members of racial minorities, including those of Aboriginal origin, and persons with disabilities. This course will analyze issues of equality of opportunity in employment and education. It will examine practical strategies for achieving needed changes and effectively valuing and managing the increasing diversity of our work and training institutions.
E.B. Harvey

SES2940H Rethinking Materialism and Education

The core course of the political economy of education focus, which introduces the range of perspectives, methods, and concepts in materialist thought. Both the historical development of Marxism and diverse current applications will be illustrated. Topics will include: assessments of Marx's method of inquiry, dynamics of capitalist production, class relations and class consciousness, contemporary Marxist approaches to education, and current challenges to Marxism. Emphasis throughout will be on the applicability of Marxist modes of analysis to the study of educational theory and practice.
D.W. Livingstone

SES2941H Social Inequities and Education

Exploration of knowledge and power relations in the reproduction and modification of social inequities from class, gender, ethnic, age and disability standpoints, particularly as they affect educational and learning opportunities and the legitimacy of different forms of knowledge. The roles of family origins, schools and teachers receive particular attention.
D.W. Livingstone

SES2942H Education and Work

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.
D.W. Livingstone

SES2970H Countering Myths About Aboriginal People through Multiple Medias

Myths about Aboriginal peoples are produced in cultural forms and cultural practices. Cultural productions which replicate and reproduce these stereotypic images include media, film, photography, newspapers and other written texts. This course will endeavor to dispel these myths through careful, critical, and multiple readings of 1) papers and books which produce these myths or provide alternatives to these myths; 2) the Royal Commission on Aboriginal Peoples Report; 3) selected films which provide access to these myths and counter them through integration of story, sound and image; and 4) selected locations on the Internet where myths are produced and countered. This course will draw upon literature in Aboriginal education, feminist studies, postcolonial and cultural studies, and anti-racist studies.
J. Iseke-Barnes

SES2998H Individual Reading and Research in Sociology and Equity Studies in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

SES2999H Special Topics in Sociological Research in Education

Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff

SES3900H Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.
Staff

SES3901H Research Seminar: Theoretical and Methodological Problems in Advanced Historical Sociological Research in Education

This course will provide students who are at the stage of thesis writing with the opportunity to explore and discuss questions of research methods and problems of theorization.
Staff

SES3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education

This advanced graduate seminar will examine multiple scholarly approaches to researching race, ethnicity, difference and anti-racism issues in schools and other institutional settings. It begins with a brief examination of race and anti-racism theorizing and the exploration of the history, contexts and politics of domination studies in sociological and educational research. The course then looks at ontological, epistemological, and ethical questions, and critical methodological reflections on race, difference and social research. The course will focus on the ethnographic, survey and historical approaches, highlighting specific qualitative and quantitative concerns that implicate studying across the axes of difference. We will address the issues of school and classroom participant observation; the pursuit of critical ethnography as personal experience, stories and narratives; the study of race, racism and anti-racism projects through discourse analysis; and the conduct of urban ethnography. Through the use of case studies, we will review race and anti-racism research in cross-cultural comparative settings and pinpoint some of the methodological innovations in social research on race and difference.
Prerequisite: SES1922H or permission of instructor.
G.J.S. Dei

SES3912H Race and Knowledge Production: Issues in Research

As a doctoral level course for students who already possess some familiarity with postmodern, feminist, or post- colonial theories, the course will consist of readings that explore the following two questions: How is knowledge production racialized? How can intellectuals challenge imperialist and racist systems through their research and writing? The course examines: colonialism, imperialism, and gender; researching everyday racism; racism and education; racial knowledge and the disciplines, and writing as resistance.
S. Razack

SES3913H En/Coding Domination: Theorizing Power Relations Based on Race, Gender, Class and Sexuality

Anti-racists, feminists and other critical scholars in the social sciences have amply demonstrated multiple ways through which asymmetrical power relations encode, normalize and sustain oppression. In their analyses, they have to a large extent focused their critiques of power relations involving domination on the written text as a primary site of investigation. The goal of this course is to explore covert ways through which power relations of domination are produced, perpetuated and contested. We will analyze means other than spoken/written texts through which oppressive power relations based on race, gender and class work themselves out in the social, political, and cultural spaces. We will give a great deal of attention to gesture, gaze, and other forms of "body language" which convey power relations of domination along race, gender, and class "fault" lines.
R.B. Folson

SES3914H Anti-Colonial Thought and Pedagogical Challenges

Contact between the 'imperial order' and the 'colonial' periphery continues to involve complex and creative encounters/resistances. The myriad forms of resistance help sustain the local human condition of the colonized 'other'. This advanced seminar will examine the anti-colonial framework as an approach to theorizing issues emerging from colonial and colonized relations, using subversive pedagogy and instruction as important entry points to critical social practice. Focussing on the writings and commentaries of revolutionary/radical thinkers like Memmi, Fanon, Cabral, Gandhi, Machel, Che Guevara, Nyerere and Nkrumah, the course will interrogate the theoretical distinctions between anti- and post-colonial thought, and identify the particular implications/lessons for critical educational practice. Among the questions explored will be: the challenge of articulating anti-colonial thought as an epistemology of the colonized, anchored in the indigenous sense of collective and common colonial consciousness.
G.J.S. Dei

SES3920Y The Politics of Representation and Pedagogies of 'Difference'

Representation can be thought of as the shimmering slip between 'the real' and 'the known', the self and the social. In this course, we explore how 'insurgent' representational practices work to interrupt the assumptions of truth, of 'the normal' and of normalized bodies, that form the ground of pedagogical practice. Through the viewing of 'independent' film and video, we consider the politics of identity and the representational strategies that have been used to challenge conventions of race, sexuality, ableism and class. Drawing upon the literature of cultural studies, we focus upon implications for teaching and learning about how 'difference' is inscribed through signifying and reading practices of identification and disidentification.
Staff

SES3921H Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.
M. Heller

SES3922H Analyzing Classroom Discourse

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.
M. Heller

SES3930H Seminar on Feminist Methodology and Education

This course explores methodological and theoretical issues surrounding non-sexist or feminist research with specific attention to gender based analyses mandated by the federal government. It examines concrete samples of work using a feminist approach, and the research problems associated with such an approach. This course aims to develop a specific skill that will be valuable on the labor market. Although the focus of the course will be on gender, the method examined is applicable to other types of critical approaches, such as anti-racist analysis and others.
M. Eichler

SES3931H Feminism and Poststructuralism in Education

In this advanced theory course we will debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings of discourse; and the status and effects of knowledge. Detailed consideration will be given to feminist poststructuralist accounts of educational practice and feminist pedagogy.
K. Dehli

SES3932H Contemporary Perspectives on Women and Higher Education

This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career; look at efforts to alter curriculum and pedagogy in accordance with ideas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university. Specific topics such as student cultures, thesis supervision, sexual harassment, the "chilly climate", and so forth will be taken up through readings and student presentations.
S. Acker

SES3942H Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies - both "developed" and "developing" to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.
J.P. Farrell

SES3943H Sociology of State Formation and Genealogies of Government

This course explores two approaches to the study of power: historical sociology of state formation and genealogies of governmentality. The course is intended for students who plan to study some aspect of 'policy' in their thesis research, and/or who are looking for ways to 'blend' Marx and Foucault in their work.
K. Dehli

SES3944H Language and Gender in Education

This course will examine two aspects of the relationship between language and gender in educational settings: first, ways in which gender is constructed interactionally; second, ways in which gendered patterns of language use are differentially valued in and across educational contexts. The first part of the course will set the framework in terms of the sociolinguistic literature on language and gender. The second will examine case studies from a wide variety of contexts. The third will be devoted to student explorations of the domain.
M. Heller

SES3951H Political Economy, Cultural Forms and the Learning Society

This course will develop a critical analysis of social forces driving capitalist economic development globally and in Canada, identify dominant and subordinate cultural forms related to these developments, assess the role of the state and political movements in major social changes, and document the ways in which learning throughout the life course responds to these economic, cultural and political processes. Specific topics will be developed dialogically and may include: Canada's role in the global economy, changing class formations, current ideologies and practices of paid and unpaid work, American cultural imperialism, the expansive character of organized and informal learning and underemployment, and policy alternatives concerning all topics.
D.W. Livingstone

SES3952H Sexism, Racism, Colonialism: Pedagogical Implications

This advanced seminar explores the linkages between sexism and racism by examining the interrelations of gender, race, and class in the development of nation-states in contemporary societies.
D.A. Trotz

SES3998H Individual Reading and Research in Sociology and Equity Studies in Education: Doctoral Level

Description as for SES2998H.
Staff

SES3999H Special Topics in Advanced Sociological Research in Education

Description as for SES2999H, but at the doctoral level.
Staff

JTE1952H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.
M. Heller

Cross-listed course

CTL1313H Gender Equity in the Classroom

This course is designed for practising educators to develop and enhance their knowledge of how gender is produced in our educational system. It examines the different stages of the educational system: elementary, secondary, community college and university. The classroom is the focus because it is the central work setting of educational institutions. What happens in the classroom is not simply the result of what a teacher does but involves interactions between and among students and between teachers and students. The classroom has its own dynamic and is also interconnected to outside relationships with parents, friends, educational officials etc. The course has as its main objectives to examine the dynamics of inequality in the classroom and to discuss and develop strategies for change. While the primary focus is on gender inequality, course readings also draw on resources that make visible the intersections of gender with other inequalities based on race, class and sexual orientation.
P. Bourne

Theory & Policy Studies in Education (TPS)

The Department of Theory & Policy Studies in Education consists of three graduate programs:

- **Educational Administration**
- **Higher Education**
- **History and Philosophy of Education**

The History and Philosophy of Education program represents cognate disciplines. The Educational Administration and Higher Education programs represent the application of cognate scholarship to domains of practice.

Each program offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees. Certificate and diploma programs are also offered in the Department. TPS, as well, has an important initial teacher education function. In addition to supporting a wide range of research projects focussed on provincial, national, and international issues in education, the Department is home to three research centres:

- The Centre for Leadership Development
- The Centre for the Study of Values and Leadership
- The International Centre for Educational Change

To be admitted to the Department, application must be made to one of the four areas of study:

- Educational Administration
- Higher Education
- History of Education
- Philosophy of Education

Following brief information on two Collaborative Graduate Degree Programs and an Interdepartmental Graduate Specialization in which all three TPS programs are involved, a list is provided of each area of study, its faculty, degree requirements and courses.

NOTE: Some programs have professors emeriti who have part-time appointments. The duration of such appointments varies; please contact the Department for information on the continuing status of such appointments.

General Information

For information about application procedures and forms, contact:

OISE/UT Registrar's Office,
Graduate Studies Admissions Unit, Room 485
Telephone: 416-923-6641 ext. 2663/2664
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:

Lynn Romero, Liaison Officer, Registrar's Office
Graduate Studies Registration Unit, Room 485
Telephone: 416-923-6641 ext. 2430
lromero@oise.utoronto.ca

Academic Information

Educational Administration
Susan Padro, Program Coordinator

Higher Education
Michael Skolnik, Program Coordinator

History of Education
David Levine, Coordinator

Philosophy of Education
Dwight Boyd, Coordinator

Chairs of the Department

Nina Bascia, Ph.D. (Stanford)
Associate Professor and Chair
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Cecilia Morgan, Ph.D. (Toronto)
Assistant Professor and Associate Chair
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Interdepartmental Graduate Specialization

M.Ed. in Gender Equity in Education

This Interdepartmental Graduate Specialization focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's course load within any graduate program in the Department of Theory & Policy Studies in Education. One course on Gender Equity in the Classroom (taught in the Department of Sociology and Equity Studies in Education) is required; two other courses are to be selected from a list of courses from various programs. The Centre for Women's Studies in Education (CWSE) coordinates the specialization.

For more information see page 159 and/or contact:

Centre for Women's Studies in Education
Telephone: 416-923-6641, ex 2204
E-mail: cprice@oise.utoronto.ca

Collaborative Graduate Degree Programs

Comparative, International and Development Education

Program Coordinator: Joseph P. Farrell
An integrated set of courses for students who wish to study teaching and learning, curriculum, or general education issues from a comparative or cross-cultural perspective is available in this program. Students are able to draw upon the faculty and other resources of four of OISE/UT's five departments. Interested students should seek further information from Joseph P. Farrell. See also pages 156 - 157 for details on this program.

Graduate Collaborative Program in Women's Studies (GCWS)

The departments of Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education participate in the University's Graduate Collaborative Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at Innis College and the program advisor in the student's OISE/UT home department. Further information is available on pages 157 - 158 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar***.

Educational Administration Program

Susan Padro, Ph.D. (Florida State)
Program Coordinator
Associate Professor
(educational systems planning/strategic planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

Stephen Anderson, Ph.D. (Toronto)
Associate Professor
(planned educational change; school improvement, initial and inservice teacher development; comparative and development education; program evaluation)

Nina Bascia, Ph.D. (Stanford)
Associate Professor and Chair
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Paul T. Begley, Ed.D. (Toronto)
Professor
(administrative values; performance appraisals; school improvement processes; leadership development)

C. Elizabeth Campbell, Ph.D. (Toronto)
Associate Professor
(ethics in education; moral dimensions of schools; qualitative research on educational policy and practice)

Amanda Datnow, Ph.D. (UCLA)
Assistant Professor
(school reform; educational policy analysis; equity; qualitative research methods; teachers' professional lives; gender and education)

Lorna M. Earl, Ph.D. (Western Ontario)
Associate Professor; cross-appointed to Curriculum, Teaching and Learning
(assessment reform - large scale and classroom; program evaluation; qualitative and quantitative research methods; linking research and practice)

Denis Haché, Ph.D. (Montreal)
Associate Professor; Head, Centre de recherches en éducation du Nouvel-Ontario (CRENO), Sudbury
(professional development; strategic planning; school improvement; distance education; ethnolinguistic vitality)

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor; Head, OISE/UT Midwestern Centre, cross-appointed to Curriculum, Teaching and Learning
(curriculum processes; school-based curriculum development; professional development; action research)

Andrew Hargreaves, Ph.D. (Leeds)
Professor
(teacher development; time and teachers' work; culture of the school; curriculum and assessment reform; qualitative research on educational policy and practice)

Reva Joshee, Ph.D. (Univ. of British Columbia)
Assistant Professor
(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor and Associate Dean, Research
(educational leadership; administrative expertise; school and school system improvement)

John Portelli, Ph.D. (McGill)
Professor
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice.

Cecilia Reynolds, Ph.D. (Toronto)
Associate Professor and Associate Dean, Academic Program
(women and school leadership; gender relations in educational organizations; single-sex schooling policies and practices; historical contexts and teacher's work; professionalism and novice teachers)

James J. Ryan, Ph.D. (Toronto)
Professor
(interpretive and critical theories of educational administration; ways of knowing educational administration; native and minority education)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor
(legal context of education)

Professors Emeriti:

John E. Davis, Ph.D. (Toronto)
Edward S. Hickcox, Ed.D. (Cornell)
Stephen B. Lawton, Ph.D. (California at Berkeley)
Donald F. Musella, Ed.D. (State University of New York at Albany)
Richard G. Townsend, Ph.D. (Chicago)

Program Mission

The Educational Administration program is devoted to the study and development of policy, leadership, change, social diversity, and ethics and values in education. Students may choose to focus their attention on courses in one of these five program strands or to explore the field more broadly. Several degree and non-degree programs are offered to meet the diverse needs of practitioners and scholars of educational administration.

Certificate Programs

Non-degree certificate programs include:

Ontario Principal Certification Program

The Ontario Principal Certification Program is offered through the Leadership Centres. Further information is available from:

Centre for Leadership Development

Vashty Hawkins
252 Bloor Street West, Room 6-123
Telephone: 416-923-6641 ext. 2721
E-mail: vhawkins@oise.utoronto.ca

Centre for the Study of Values and Education

(Cambridge and Barrie courses)
Paul Begley
252 Bloor Street West, Room 6-192
Telephone: 416-923-6641 ext. 2406
E-mail: pbegley@oise.utoronto.ca
Website: www.oise.utoronto.ca/~pbegley/

Certificate Program in School Management

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:

a) seven years' experience as a school business official or in some other aspect of school administration;
b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate Program is operated entirely through the Educational Administration program.

All correspondence and fees should be sent to:

Marion Morgan, Certificate Program
Telephone: 416-923-6641 ext. 2472
E-mail: mmorgan@oise.utoronto.ca

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 2001/02, the full-time annual fee was $6,110.00 and the half-course fee was $872.85.

Program Requirements

The program of study consists of:

a) TPS1040 and TPS1041, which are strongly recommended as first courses;
b) two half-courses related to school board management, which normally include TPS1017;
c) two elective courses, normally in Educational Administration.

Students may begin the program in the second term of Summer Session (July/August) or the Fall Session or the Winter Session. If full-time, the program may be completed in the Fall and Winter Sessions (September to April). If part-time, it may be completed through attendance in Fall, Winter and Summer Sessions.

Degrees

The M.Ed. and Ed.D. programs are designed to prepare practitioners for leadership careers at various levels. These programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

The M.A. and Ph.D. programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas behind this applied field of study, and their research involves the application of ideas to practice. The M.A. program appeals to those with an excellent academic background who want to continue to the Ph.D. program. The Ph.D. program is especially of interest to those considering a future in the university or in research.

Master of Education

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Admission Requirements

In addition to the general requirements in the Minimum Admission, Program and Degree Requirements section, pages 19 - 24, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

a) a three or four-year University of Toronto bachelor's degree, or its equivalent, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;
b) an interest in the study and practice of administration;
c) academic qualifications beyond the first degree;
d) two letters of reference (see Application Procedures section, page 26). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague.

Program Requirements

There are two options (see below) within the M.Ed. program in Educational Administration for all students. Students who begin their program in the 2002/03 academic year or later must meet the following requirements:

Option II which is comprised of:

a) Four required courses

TPS1003	Conducting Research in Educational Administration
TPS1004	Research Literacy in Educational Administration
TPS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
TPS1041	Educational Administration II: Social and Policy Contexts of Schooling

NOTE: TPS1004, TPS1040 and TPS1041 should be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program.

b) four other half-courses, of which at least two must be in Educational Administration. Students may choose to focus on one of the five program strands: Policy, Leadership, Change, Social Diversity, or Ethics and Values;
c) a Major Research Paper (MRP) to be carried out under the guidance of a faculty member.

OR

Option III which is comprised of:

a) Four required courses

TPS1003	Conducting Research in Educational Administration
TPS1004	Research Literacy in Educational Administration
TPS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
TPS1041	Educational Administration II: Social and Policy Contexts of Schooling

NOTE: TPS1004, TPS1040 and TPS1041 should be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program.

b) two other half-courses, of which at least one must be in Educational Administration. Students may choose to focus on one of the five program strands: Policy, Leadership, Change, Social Diversity, or Ethics and Values
c) a comprehensive thesis, to be developed under the guidance of a faculty member.

NOTE: Applicants to Option III must have graduated with a four-year bachelor's degree or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **B+** in the final year.

Students contemplating applying to a doctoral program, which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The M.Ed. degree may be pursued either part-time or full-time. After completing course requirements, students must continue to enrol until theses or MRPs are approved. The Department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since those courses may require full-time study or attendance during the day.

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may begin their program in the second term of Summer Session (July/August) or in the Fall Session or the Winter Session.

Off-Campus and Distance Education Courses - (M.Ed. and Certificate students)

Some sections of existing courses are offered off-campus and by computer conferencing in order to make them available to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular on-campus program.

Information materials for both off-campus and on-campus courses to be offered in the 2002 Summer Session, the 2002 Fall Session and the 2003 Winter Session for continuing students, will be available from the Registrar's Office, Graduate Studies Registration Unit in March. New applicants should have applied by December 3, although later applications will be considered.

Further information is available from:

Susan Padro, Program Coordinator
Telephone: 416-923-6641 ext. 2651
E-mail: spadro@oise.utoronto.ca

Doctor of Education

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies and for academic positions in universities and colleges. The program is designed to satisfy the needs of practicing and aspiring educational administrators and academics who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students and administrators.

Admission Requirements

In addition to the general requirements given in the Minimum Admission, Program and Degree Requirements section, pages 19 - 24, the Educational Administration program specifies the following:

a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.
b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant must secure from a senior administrator under whom the applicant has worked, commenting on the applicant's:
   - •achievement in identifying and solving educational problems;
   - •ability to work with people;
   - •leadership style;
   - •awareness of current social and educational issues.
c) The applicant must also furnish at least one letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement.

NOTE: Those applying to the **Administrator Doctoral Cohort** option should indicate the program code on the Application for Admission Form A(1), section 18.

Program Requirements

The Ed.D. program is organized into six complementary components:

a) Ed.D. core seminars, which consist of two half-courses (TPS3040 and TPS3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations;
b) two of the following three half-courses or their equivalent: TPS3042, TPS3043, or TPS3044. (TPS3044 is the administrative internship/ practicum program, and only an internship/ practicum program taken for credit at another university would be considered equivalent);
c) two further courses in Educational Administration at the 3000 level. Students may choose to focus on one of the five program strands: Policy, Leadership, Change, Social Diversity, or Ethics and Values
d) elective courses: two are required, although more may be taken. It is suggested that at least one elective be taken outside of the Educational Administrative program;
e) a comprehensive examination as part of the thesis proposal hearing;
f) a doctoral thesis.

A student's program of study will normally begin in the Fall Session. The internship/practicum, if selected, would normally be undertaken in the first term of the Summer Session (May/June); however, it can also be undertaken at other times. Successful applicants are encouraged to begin the program on a full-time basis.

The Ed.D. Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this ***Bulletin***, unless changes are approved in writing by the Ed.D. Program Coordinator.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Educational Administration program that a place will be retained for them for a maximum period of twelve months from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE/UT admission requirements.) Candidates accepted under this provision will be required to indicate by the deadline their intention to begin the program in the next academic year. When requesting application materials from the Registrar's Office, Graduate Studies Admissions Unit, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

Further information is available from:

Jim Ryan - Ed.D. Program Coordinator
Telephone: 416-923-6641 ext. 2438
E-mail: jryan@oise.utoronto.ca

Administrator Doctoral Cohort Specialization (Ed.D.)

The Administrator Doctoral Cohort specialization is designed for full-time administrators in educational or public-sector organizations. The admission and program requirements are generally the same as those of the present Ed.D. program with some exceptions. They include the same number of required courses, the internship, the comprehensive examination as part of the thesis proposal hearing, and the doctoral thesis.

Some characteristics are unique to this cohort program option:

- Unlike that of the regular Ed.D. program option, the minimum period of full-time on-campus study will be satisfied by two four-month periods.
- To reflect the value of a cohort program, the schedule of the required courses will follow a fixed pattern for each group of students.
- The required period of full-time, on-campus study will coincide with the scheduling of the required courses (i.e., May-August).
- Students will be in a cohort group for three of the four required courses:
    - TPS3040 Administrative Theory and Educational Problems I
    - TPS3041 Administrative Theory and Educational Problems II
    - TPS3042 Field Research in Educational Administration.
- Approved research proposals for the thesis will be field based and directed to administrative and organizational problems.
- Students normally will be required to participate in a supervised internship, TPS3044 Internship/Practicum in Educational Administration, unless an alternative is approved by the Ed.D. Program Coordinator or the thesis supervisor.

The Ed.D. Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this ***Bulletin***, unless changes are approved in writing by the Ed.D. Program Coordinator or the thesis supervisor.

Master of Arts and Doctor of Philosophy

The M.A./Ph.D. program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as a means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. program.

Applicants to the program must include with their application, a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the M.A./Ph.D. program would help in the attainment of future career goals.

Upon entry to the program, the M.A./Ph.D. admissions committee will assign an advisor to assist the student in designing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this ***Bulletin***, applicants should contact the M.A./Ph.D. Program Coordinator in the TPS Department.

Admission Requirements

Admission to the M.A. program normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with the equivalent of a University of Toronto **B+** standing in the final year (see the Minimum Admission, Program and Degree Requirements section, pages 19 - 24). The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. program requires prior completion of the University of Toronto M.A. degree or its equivalent, with standing equivalent to a University of Toronto **A-**. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A./Ph.D. admissions committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. program for those who have completed an M.A. program within the Department is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission and program requirements for M.A. and Ph.D. programs are set out in the Minimum Admission, Program and Degree Requirements section, pages 19 - 24.

Program Requirements

✦ Master of Arts

At least half of the required courses for an M.A. program must be completed in the program of Educational Administration. The remaining courses may be selected from those offered in the Department, in other departments of OISE/UT, or in other graduate departments of the University of Toronto. Students are required to take the following courses: TPS1040, TPS1041 and TPS1003. Normally the courses chosen for the M.A. program will be at the 1000 level.

✦ Doctor of Philosophy

The program is comprised of at least six new half-courses, four of which normally must be TPS3040, TPS3042, TPS3043, and one elective advanced-level (3000) course in Educational Administration. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program meets the departmental requirements. Students are encouraged, but not required, to concentrate course selection on one of the five program strands: Policy, Leadership, Change, Social Diversity, or Ethics and Values. Any deviation from the program described above must be approved in writing by the M.A./Ph.D. Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination as part of the thesis proposal hearing. A thesis is required.

Further information is available from:

Paul Begley: Ph.D. Program Coordinator
Telephone: 416-923-6641, ext. 2406
E-mail: pbegley@oise.utoronto.ca

Program Strands

Educational Administration students are encouraged to concentrate elective coursework in one of five program strands: Policy, Leadership, Change, Social Diversity, or Ethics and Values.

Policy

TPS1005	The computer in educational administration
TPS1017	Educational finance and economics
TPS1018	Political skill in the education arena
TPS1027	The search for educational quality and excellence in a global economy
TPS1027	La recherch de la qualite et de l'excellence en education dans le contexte de l'economie globale
TPS1028	Policy delivery in schools
TPS1029	The legal context of education
TPS1036	Planning in educational organizations
TPS1045	Language policy across the curriculum
TPS3018	Governing education: A seminar on politics
TPS3030	Advanced legal issues in education
TPS3037	Strategic planning in educational organizations

NOTE: There are several new, "experimental" courses on policy. Check the course schedule to see which sections of TPS3029 are available.

Leadership

TPS1016	School program development and implementation
TPS1026	Evaluation of professional personnel in education
TPS1042	Educational leadership and cultural diversity
TPS1047	Managing changes in classroom practice
TPS1048	Educational leadership and school improvement
TPS3025	Personal and professional values of educational leadership
TPS3047	Research seminar on leadership and educational change

NOTE: There are several new, "experimental" courses on leadership. Check the course schedule to see which sections of TPS3029 are available.

Change

TPS1012	Organizational culture and decision-making
TPS1020	Teachers and educational change
TPS1025	School effectiveness and school improvement
TPS1036	Planning in educational organizations
TPS1047	Managing changes in classroom practice
TPS1048	Educational leadership and school improvement
TPS3020	Educational change in the postmodern age
TPS3037	Strategic planning in educational organizations
TPS3047	Research seminar on leadership and educational change

NOTE: There are several new, "experimental" courses on change. Check the course schedule to see which sections of TPS3029 are available.

Social Diversity

TPS1019	Diversity and the ethics of educational administration
TPS1042	Educational leadership and cultural diversity
TPS1045	Language policy across the curriculum

NOTE: There are several new, "experimental" courses on social diversity. Check the course schedule to see which sections of TPS3029 are available.

Ethics and Values

TPS1019	Diversity and ethics of educational administration
TPS1030	Legal context of education
TPS1049	Educational leadership and school improvement
TPS3025	Personal and professional values of educational leadership
TPS3030	Advanced legal issues in education

NOTE: There are several new, "experimental" courses on ethics and values. Check the course schedule to see which sections of TPS3029 are available.

Courses

The following list demonstrates the range of courses offered within the Educational Administration program. Not all of the courses listed are offered in any given year. A course is identified with the Educational Administration program when the course prefix is TPS and the first two digits in the course number are 10 or 30.

TPS1003H Conducting Research in Educational Administration

A seminar examining the strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, conducting research and writing reports in educational administration. During this course the student will prepare the proposal for their Major Research Paper.
NOTE: All master's candidates are strongly recommended to take this course towards the end of their program.
D. Haché, S. Padro and J.J. Ryan

TPS1004H Research Literacy in Educational Administration

The goals of this course are to provide students with an introduction to the purposes of research in educational administration and to assist students in learning how to obtain, evaluate, interpret, and use research in their work as educators and in their graduate studies. Possible topics include: overview of different research paradigms and research strategies used in studies of policy, leadership, and change; how to critically analyze the strengths and weakness of research; how to conduct a review of literature and build a bibliography; dissemination of research; the connections between research, policy, and practice; the role of research and evaluation departments; leadership roles in sponsoring, directing, using, and communicating research.
NOTE: All master's candidates are strongly recommended to take this course at the beginning of their programs.
A. Datnow and S. Padro

TPS1005H The Computer in Educational Administration

Introduction to computers in education from an administrative perspective. Topics include issues related to policy, planning and implementation of information technology in educational settings; impact of computer technology on educational organizations and culture; and implications for staff development and curriculum delivery. Current applications of computers at the school, board and Ministry as well as post-secondary levels are addressed.
S. Padro

TPS1012H Organizational Culture and Decision-Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.
Staff

TPS1016H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
K.A. Leithwood

TPS1017H Educational Finance and Economics

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.
NOTE: TPS1017 is cross-listed with TPS1841. Except for students who took these courses before 1998/99, credit may be earned for one or the other but not for both courses.
Staff

TPS1018H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighbourhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.
Staff

TPS1019H Diversity and the Ethics of Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.
Staff

TPS1020H Teachers and Educational Change

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.
A. Hargreaves and N. Bascia

TPS1023H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyze interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviours, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.
Staff

TPS1025H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.
Staff

TPS1026H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
P.T. Begley

TPS1027H The Search for Educational Quality and Excellence in a Global Economy

The global economy and its new technologies, public skepticism towards education and the failed systemic educational reforms of the past decades will serve as a background for a critical review of emerging new reform initiatives such as, entrepreneurial schools, charter schools, voucher schools, privatization, business-education partnership, school councils, and Total Quality Management. This course will also analyze the impact of such initiatives on society, school and curriculum.
D. Haché

TPS1027H La recherche de la qualité et de l'excellence en éducation dans le contexte de l'économie globale

La globalisation de l'économie, les nouvelles technologies, le scepticisme du public à l'égard de l'éducation et les réformes éductionnelles ratées des dernières décennies servent de base pour une analyse critique des nouvelles réformes émergentes, tels que, les écoles entrepreneuriales, les écoles à chartes, le système de bons scolaires, la privatisation, le partenariat école-entreprise, les conseils d'écoles et la qualité totale. Ce cours fait aussi l'analyse de l'impact de telles réformes sur la société, l'école et le curriculum.
D. Haché

TPS1028H Policy Delivery and Schools

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.
N. Bascia

TPS1029H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff

TPS1030H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, and student discipline and the Young Offenders Act and Zero Tolerance.
M.A. Zuker

TPS1036H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. A variety of current approaches and paradigms of educational planning are examined in local, Canadian and international contexts. Theories and processes of planning are addressed, including corporate and institutional planning, strategic planning, long-term planning, operational planning and site-based planning. Topics include the relationship of educational planning to change theory, total quality management, and chaos theory.
S. Padro

TPS1040H Educational Administration I: Introduction to Educational Administration: Policy, Leadership and

This course provides an introduction to educational policy, leadership and change in general and to this program in particular by focusing on foundational concepts and theories significant to the understanding of education and educational administration. It offers a critical examination of a wide range of topics central to educational administration, educational policy, leadership and change, such as organization, community, power, authority, change, difference, leadership, and values. This examination will take into account major historical developments in the field as well as differing theoretical stances or paradigms, such as positivism, functionalism, interpretivism, critical pedagogy, feminism, post-structuralism and post-modernism. The course will help students understand how to use theory to make sense of educational practice in productive ways.
NOTE: All master's candidates are strongly recommended to take TPS1040 as the first course in their program and before taking TPS1041.
P.T. Begley, J.J. Ryan and J. Portelli

TPS1041H Educational Administration II: Social and Policy Contexts of Schooling

This course will focus on the social and policy contexts in which elementary and secondary educators work. Students will be exposed to a variety of issues related to schooling in a diverse and complex environment such as: differing purposes, philosophies, and values of education; multiculturalism and social justice; equity issues related to race, class, gender, and language; parental influences on schooling; the relationship of schooling to the labor market and the economy; choice of school and program; decentralization and centralization; standards and accountability; educational finance; school reform; educational and non-educational pressure groups and stakeholders. Through an exploration of these or related topics, this course will help students to continue to develop their understanding of different paradigms and methods used in research in educational administration, leadership, policy and change.

NOTE: All master's candidates are strongly recommended to take TPS1041 as their second course after completing TPS1040.

P.T. Begley, E. Campbell, R. Joshee and S. Padro

TPS1042H Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyze and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.

J.J. Ryan

TPS1045H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.

Staff

TPS1047H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.

K.A. Leithwood

TPS1048H Educational Leadership and School Improvement

A companion course to 1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.

K.A. Leithwood and P.T. Begley

TPS1052H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

TPS3017H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education.

Prerequisite: 1017H or permission of instructor.

Staff

TPS3018H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.

Staff

TPS3020H Educational Change in the Postmodern Age

This course examines the social forces that are driving educational change in the postmodern age, and their impact upon both the substance, process and outcomes of educational change efforts. The course will investigate how students' identities, teachers' work and approaches to leadership are affected by these forces of change, along with the major change strategies that are being adopted to respond to them.

A. Hargreaves

TPS3022H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.

J.J. Ryan

TPS3024H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analyzed through practical study in the form of site visits, video case analysis, or sample participation in field exercises, through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.
A. Hargreaves and staff

TPS3025H Personal and Professional Values of Educational Leadership

This doctoral level course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective or meta values associated with organizations.
P. Begley and E. Campbell

TPS3028H Project Development Studies

This course is designed to assist doctoral students who are developing either project or dissertation proposals. Interaction between individual students and the instructor is regularly scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who are no longer in residence but who have not developed a thesis proposal.
Staff

TPS3029H Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

TPS3030H Advanced Legal Issues in Education

Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. Focus on current issues, legislative and common law precedents.
M. Zuker

TPS3037H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.
S. Padro

TPS3040H Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
Staff

TPS3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.
NOTE: Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.
Staff

TPS3042H Field Research in Educational Administration

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.
A. Hargreaves and J.J. Ryan

TPS3043H Survey Research in Educational Administration

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method survey, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis (with a focus on using SPSS), the drawing of causal inferences, and presentation of results in a clear and effective manner.
Prerequisite: a research methods course (TPS1003H or equivalent) or permission of the instructor.
Co-requisite/Prerequisite: a course in data analysis, e.g. CTL2001.
L. Earl and S. Padro

TPS3044H Internship/Practicum in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship/practicum location. Placement and responsibilities relating to the internship/practicum are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
P.T. Begley

TPS3047H Research Seminar on Leadership and Educational Change

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.
K.A. Leithwood

TPS3052H Individual Reading and Research in Educational Administration: Doctoral Level

Description as for TPS1052H.
Staff

JCT2000H Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable. ***NOTE:*** This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS
L. Earl and R. Wolfe

JCT2001H Using Classroom Assessment to Enhance Student Learning

This course will focus on theory, research and practice connecting classroom assessment to student learning. It will include 1) understanding a variety of classroom assessment strategies; 2) identify learning expectations and indicators; 3) matching assessment to expectations; 4) assessing students' work and 5) using feedback strategies for learning.
L. Earl and R. Childs

JCT2800H Advanced Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable. ***NOTE:*** This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS.
L. Earl and R. Wolfe

Higher Education Program

Michael L. Skolnik, B.Phil. (Oxford)
Program Coordinator
Professor, William G. David Chair in Community College Leadership, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education systems; the university and society; higher education policy)

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed from Sociology and Equity Studies in Education
(faculty and students in higher education)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor
(comparative higher education; international academic relations; higher education in Asia)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor and Vice-President, Human Resources, University of Toronto
(learning and learning systems in higher education; continuing education; access and equity issues in higher education; human resource issues in higher education)

Glen A. Jones, Ph.D. (Toronto)
Associate Professor
(systems and politics of higher education in Canada)

Berta Vigil Laden, Ph.D. (Stanford)
Associate Professor
(higher education access and equity for students; faculty; organizational governance and structures; community colleges; student development; qualitative research theory and methods)

Daniel W. Lang, Ph.D. (Toronto)
Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Jamie-Lynn Magnusson, Ph.D. (Manitoba)
Associate Professor
(higher education teaching, learning; critical pedagogy; inquiry methods; cognition; motivation; assessment)

Linda Muzzin, Ph.D. (McMaster)
Associate Professor, cross-appointed to Public Health Sciences, University of Toronto
(professional education; sociology of the professions; knowledge production; research theory and methods)

Roxana Ng, Ph.D. (Toronto)
Associate Professor, cross-appointed from Adult Education, Community Development and Counselling Psychology
(feminist, anti-racist and anti-colonial studies; immigrant women and globalization; health, body and embodied learning; social movement learning; integrative approaches to equity in education; qualitative methods, especially feminist research and institutional ethnography)

Charles Pascal, Ph.D. (Michigan)
Executive Director, Atkinson Charitable Foundation
(policy and higher education; leadership, organizational development and higher education)

Saeed Quazi, Dip.T. & R.P. (Toronto)
Associate Professor
(strategic and long-range planning at the system and institution levels; university and college administration; human resource planning and forecasting)

David Wilson, Ph.D. (Syracuse)
Professor; cross-appointed from the Department of Curriculum, Teaching and Learning
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

Associated Instructors

Paul Axelrod, Ph.D. (York)
Professor and Dean, Faculty of Education,
York University
(history of higher education in Canada)

Helen P. Batty, M.D. M.Ed. (Toronto)
Associate Professor, cross-appointed from the Department of Family and Community Medicine, University of Toronto
(faculty development; instructional development; clinical professional education)

Stephen Bell, Ph.D. (Toronto)
Executive Officer, Faculty of Liberal and Professional Studies, York University
(college and university management; enrolment planning and management; college-university linkages; institutional research)

P. Niall Byrne, Ph.D. (Toronto)
Professor, Faculty of Medicine,
University of Toronto
(medical education systems planning)

Michael Cusimano, Ph.D. (Toronto)
Assistant Professor, Department of Surgery, University of Toronto
(measurement of clinical competence)

Roy F. Giroux, Ph.D. (Wayne State)
Vice President - Emeritus, Humber College of Applied Arts and Technology
(administration of the community college; the community college; student development; leadership)

Stanley John Hamstra, Ph.D. (York)
Director, Office of Surgical Education,
University of Toronto
(medical education; surgical skills curriculum)

Michael J. Hatton, Ph.D. (Toronto)
Assistant Principal, Humber College of Applied Arts and Technology
(the community college)

Robert Hilliard, Ed.D. (Toronto)
Professor, Paediatrics, Hospital for Sick Children
(professional development)

Lorelei Lingard, Ph.D. (Simon Fraser)
Assistant Professor, Paediatrics, Hospital for Sick Children
(communication in health professional settings; qualitative research methods)

Geoffrey Norman, Ph.D. (McMaster)
Professor, cross-appointed from the Department of Clinical Epidemiology and Biostatistics, McMaster University
(problem-based learning and educational measurement)

Terry O'Banion, Ph.D. (Florida State)
President Emeritus, League for Innovation in the Community College
(community college leadership)

Julia Pan, Ph.D. (Toronto)
Senior Research Officer
(comparative higher education)

Peeter Poldre, Ed.D. (Toronto)
Associate Professor, Department of Medicine, University of Toronto
(medical education)

J. Robert S. Prichard, LL.M. (Yale)
Professor of Law
(Canadian higher education; public policy formation)

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto
(cognitive theory in medical education)

Richard K. Reznick, M.Ed. (Southern Illinois)
Associate Professor, Faculty of Medicine, University of Toronto
(medical education)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

Richard G. Tiberius, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(staff and institutional development in higher education)

Marvin A. Zuker, LL.B. (Osgoode) M.Ed. (Toronto)
Associate Professor
(the law and higher education)

Professor Emeritus

Cicely Watson, Ph.D. (Harvard)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in Higher Education. The general requirements for these degrees are outlined in the Minimum Admission, Program and Degree Requirements section, pages 19 - 24. The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada.

Master of Education

Students in Higher Education will be required to pursue the **M.Ed. Option I** program (ten half-courses plus a written general comprehensive examination). All M.Ed. students who began their program after April 1, 1991, must pass the comprehensive examination. All students are required to complete course TPS1803 (Recurring Issues in Postsecondary Education).

Health Professional Education

Students in the Health Professional Education specialization will normally register in the M.Ed. **Option II program.** Additional information on the Health Professional Education specialization can be obtained from Professor Daniel Lang.

Master of Arts

Admission to the Master of Arts degree program normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with the equivalent of a University of Toronto **mid-B** standing in the final year. The M.A. program consists of eight half-courses, a general written comprehensive examination, and a thesis. Additional courses may be required of some applicants. All students are required to complete course TPS1803 (Recurring Issues in Postsecondary Education).

Doctor of Education

Requirements include:

a) a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A. degree, which may be taken full-time or part-time. Normally they will include TPS1803 (Recurring Issues in Postsecondary Education), at least three other half-course equivalents in Higher Education, as well as a half-course in research methodology approved by the faculty advisor;
b) a written comprehensive examination;
c) a thesis reporting the results of original research.

Doctor of Education for Community College Leaders

In 1998, the Doctor of Education in Higher Education for Community College Leaders was initiated. The admission and program requirements for the Community College Leaders doctorate are generally the same as for the regular Ed.D. program. The main differences are that the Community College Leaders doctorate is focussed on the study of community colleges, is delivered in a cohort format, and requires two consecutive Summer Sessions of full-time attendance.

For more information about the Ed.D. for Community College Leaders, contact:

Michael Skolnik
Theory & Policy Studies in Education
Telephone: 416-923-6641 ext. 2308
OR
Roy F. Giroux
Humber College
Telephone: 416-675-6622 ext. 4483

Doctor of Philosophy

Requirements include:

a) six half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required. The six half- courses will include four in Higher Education. The remaining two half-courses may be selected from this program, or from any department of OISE/UT, or from another graduate department of the University of Toronto, with the approval of the faculty advisor. Unless exemption is granted for prior study, all Ph.D. programs in Higher Education must include TPS1803 (Recurring Issues in Postsecondary Education), as well as a half-course in research methodology approved by the faculty advisor;
b) a written comprehensive examination;
c) a thesis reporting the results of original research.

Courses

The following list demonstrates the range of courses offered within the Higher Education program. Not all of the courses listed are offered in any given year.

TPS1801H The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.
Staff

TPS1803Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

TPS1804H Issues in Medical/Health Professional Education

This course is intended to enable students to identify and analyze major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.
Staff

TPS1805H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name "community college". Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.
Staff

TPS1806H Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
G.A. Jones

TPS1807H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analyzed and compared with counterpart activities in other jurisdictions of Canada and the United States.
S. Quazi and D.W. Lang

TPS1808H Research in Health Professional Education

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects. The course is designed for students enrolled in the M.Ed. specialization in health professional education.
Staff

TPS1809H Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.
D.W. Lang

TPS1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are amongst the methods that will be presented.
A. Rothman

TPS1811H Institutional Research and Planning

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. This course with an institutional focus complements TPS1807H, which has a systems focus.
S. Quazi and D.W. Lang

TPS1812H Education and the Professions

This course reviews theoretical debates regarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include the implications of globalization of the professions, diversity in the professions and the "entrepreneurial university" and the professions. Perspectives of practitioners as well as faculty teaching in the professions are considered.
L. Muzzin

TPS1813H Issues in Cognitive and Educational Psychology: Implications for Health Professional Education

This seminar course addresses a number of findings and theories in cognitive and educational psychology that are relevant to health professional education. Topics include theories of expert skills such as classification, problem solving, decision making, and technical expertise, as well as theories of expert development and their applications to health professional education. The course is designed around readings from the cognitive and educational psychology literature and relevant readings from the health professional education literature.
G. Regehr

TPS1814H Curriculum in Institutions of Higher Education

This course examines the logic and current practices related to curriculum design in postsecondary educational institutions.
J.L. Magnusson

TPS1815H Teaching in Institutions of Higher Education

This course examines the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
Staff

TPS1817H Nurturing Professional Education

This course begins with the contemporary critique of professional education as ivory towerish, reductionist, exclusionary and monocultural and examines proposals for more practice-based, holistic, inclusionary and emancipatory approaches. Proposals for revitalizing professional education in the new millennium have emerged from a variety of theoretical orientations, including social psychological, critical, postcolonial and poststructural. In this course, we will focus on the writings of Freire, Bertell, Schon, Noddings, Nightingale, Watson, Shiva, Harding, Haraway and Smith.
L. Muzzin

TPS1818H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
R.G. Tiberius

TPS1819H Governance in Higher Education

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.
M.L. Skolnik

TPS1820H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session OISE/UT course schedules.
Staff

TPS1821H Institutional Differentiation in Postsecondary Education

This course will examine the nature of institutional differentiation in postsecondary education, theories which have been advanced to explain observed trends and patterns in institutional differentiation, and policy implications. Particular attention will be given to the following distinctions: degree and non-degree; public and private; comprehensive and special mission; education sector and non-education sector; traditional and nontraditional; and teaching centered and learning centered. The course will look also at comparative study of institutions as an analytical tool in the study of postsecondary education.
M.L. Skolnik

TPS1822H The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.
Staff

TPS1824H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications", facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.
S. Quazi and D.N. Wilson

TPS1825H Comparative Higher Education:

Part I
This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are the purpose of comparative education, differing views of social change, comparison, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.
Staff

TPS1826H Comparative Higher Education: Part II

This course is a continuation of 1825F, with a special emphasis on the application of comparative theory to the study of higher education in different types of societies. It also provides for a critical discussion of the specific literature on comparative higher education coming from disciplines such as history, sociology, and anthropology. Themes of interest include historical traditions of higher education and their transformation, gender in higher education, curricular patterns across different societies, and the relation of higher education to the state.
Staff

TPS1827H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.
G.A. Jones

TPS1828H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.
J.L. Magnusson

TPS1829H Higher Technological Education and Training: A Comparative Perspective

This course will examine post-secondary Technical, Vocational and Technological Education from a comparative perspective. Comparisons will be made between educational and training systems in industrialized, newly-industrializing, and developing nations in order to discover patterns, similarities and differences.
D.N. Wilson

TPS1830H Systematic Educational Planning for the Health Professions: Part One: Overview

This course introduces a systematic approach to planning, implementing, and evaluating programs in health professional education. Assessment of learning needs, setting learning objectives, selecting learning methods and evaluating student performance and the program are stressed, as are the goals of maximizing student learning and implementing change. Self-instructional modules, home assignments, application to a personal project and small group peer discussion are used to meet course objectives.
Staff

TPS1831H Systematic Educational Planning for the Health Professions: Part Two - Further Development

This course is a continuation of Part One. It builds on the systematic educational planning model introduced in Part One. Students have the opportunity for more in-depth study of concepts related to implementing curricular reform in the health professions, specifically in the area of selection and development of learning methods to improve learning outcomes, and on development of valid student and program evaluation methods. Further development of a major educational project is once again a focal point, along with facilitated discussion and study using self-instructional modules and supplementary resources.
Staff

TPS1840H Economics of Higher Education

An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.

Staff

TPS1841H Public Finance and Higher Education

Public finance will be used as the frame of reference for studying efficiency, equity, accountability and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. After presenting theories of planning and resource allocation in the public sector, the course will illustrate them through particular case studies.

NOTE: TPS1841 is cross-listed with TPS1017. Except for students who took these courses before 1998/99, credit may be earned for one or the other but not for both courses.

D.W. Lang

TPS1842H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human resources aspects of planning in higher education.

Staff

TPS1843H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.

M.A. Zuker

TPS1852H Individual Reading and Research in Higher Education: Master's Level

Individual Reading and Research courses are taken as specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

TPS3806H Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.

Staff

TPS3807H The University Under Communism

This course explores facets of the role of the university within communist societies. It begins with a focus on the contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral part of their knowledge system.

R.E.S. Hayhoe

TPS3810H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.

R.E.S. Hayhoe

TPS3820H Special Topics in Higher Education: Doctoral Level

Description as for TPS1820H.

Staff

TPS3852H Individual Reading and Research in Higher Education: Doctoral Level

Description as for TPS1852H.

Staff

Other courses accepted for credit

(For descriptions, see relevant department course listings)

NOTE: The following courses from Adult Education, Community Development and Counselling Psychology are accepted for credit in Higher Education programs:

AEC1114	Comparative and International Perspectives in Adult Education
AEC1146	Women, Globalization and Citizenship
AEC1173	Creativity and Wellness: Learning to Thrive
AEC1181	Embodied Learning and Qi Gong
AEC3104	Political Economy of Adult Education in Global Perspectives
AEC3140	Post-Colonial Relations and Transformative Education
AEC3173	Effecting Change: Creating Wellness
AEC3211	Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

NOTE: Higher Education students may choose one of the following courses to fulfill their methods requirement for the doctorate:

Adult Education, Community Development and Counselling Psychology

AEC1145	Participatory Research in the Community and the Workplace

Curriculum, Teaching and Learning

CTL1108	The Phenomenological Curriculum
CTL1112	Interpretive Research Methods in Holistic and Aesthetic Education
CTL1306	Qualitative Research Methods in Education: Concepts and Methods
CTL1804	The Linguistic Analysis of Interaction in Educational Settings
CTL1861	Critical Ethnography
CTL2808	Intermediate Statistics and Research Design

CTL4801	Narrative and Story in Research and Professional Practice
CTL4802	Doctoral Seminar in Qualitative Research on Teaching

Human Development and Applied Psychology, OISE/UT:

HDP3201	Qualitative Research Methods in Human Development and Applied Psychology

Sociology and Equity Studies in Education, OISE/UT:

SES1905	Qualitative Approaches to Sociological Research in Education
SES3930	Advanced Seminar on Feminist Methodology and Education

Department of Public Health Sciences, University of Toronto:

CHL5111	Qualitative Research Methods
CHL5115	Topics in Qualitative Research

Faculty of Nursing, University of Toronto:

NUR1024	Qualitative Research: Foundations, Methods and Designs

History and Philosophy of Education Program

There are two specializations within the History and Philosophy of Education Program:

- **History of Education**
- **Philosophy of Education**

Each specialization offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees

Interdepartmental Graduate Specializations

Students may participate in the Interdepartmental Graduate Specializations:

- Gender Equity in Education (page 159)
- Transformative Learning (page 160)
- Women's Studies/Feminist Studies (page 160)

Collaborative Graduate Degree Programs

Students may also enrol in collaborative programs which allow them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department and the collaborative program.

- Comparative, International and Development Education, (see pages 156 - 157)
- Graduate Collaborative Women's Studies (GCWS), (see pages 157 - 158)

History of Education Specialization

David Levine, Ph.D. (Cambridge), Program Coordinator
Professor
(history of education with special reference to social modernization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; historiography of the history of education)

Cecilia Morgan, Ph.D. (Toronto)
Assistant Professor and Associate Chair
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(history of education in Canada; in Ontario; history of teachers; gender and the history of Canadian education)

Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

Professors Emeriti:

Ruth Roach Pierson, Ph.D. (Yale)
Alison Prentice, Ph.D. (Toronto)
Stephen T. Rusak, Ph.D. (Alberta)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree with a specialization in History of Education. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed. program, which requires a major research paper/paper. Both the Ed.D. and Ph.D. programs have a minimum period of full-time study. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

In addition to the Minimum Admission, Program and Degree Requirements (see pages 27 - 35), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Master of Education

The M.Ed. degree specializing in History of Education is pursued under **Option II** (eight half-courses plus a major research paper). (See the Minimum Admission, Program and Degree Requirements section, pages 19 - 24, for admission and other program requirements.) Students are expected to take at least four half-courses in History of Education, one of which must include Course TPS1460 (History and Educational Research).

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission, Program and Degree Requirements section, pages 19 - 24, for admission and program requirements.) Applicants to this program are expected to have a clearly defined research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations in their master's degree programs other than History of Education are required to take additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the History of Education M.Ed. or M.A. specialization) consist of eight half-courses, a year of full-time study on campus and a thesis. Preferably, the required year of full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core program includes two mandatory Ed.D. seminars (TPS3490 Ed.D. Seminar in the History of Education: I, and TPS3491 Ed.D. Seminar in the History of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

NOTE: All Ed.D. students who began their program after July 1, 1992, are required to take a comprehensive examination.

Master of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in history may be admitted to a one-year program comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among History of Education course offerings and those accepted for credit in this degree program. (See pages 148 - 151.)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to take some additional courses. They are encouraged to submit with their application, descriptions or outlines of courses that show substantive content. (See Minimum Admission, Program and Degree Requirements section, pages 19 - 24 for admission and other program requirements.)

Doctor of Philosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in History of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a six half-course (plus thesis) program. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will be required to establish equivalency with the OISE/UT master's program. Usually this entails the addition of courses beyond the minimum six half-courses required for the Ph.D. Applicants who have taken graduate courses with substantial history of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application. All Ph.D. candidates are required to write a comprehensive examination.

Core Course Requirements

Candidates for the M.A., Ed.D. and Ph.D. degrees with a specialization in History of Education are required to take TPS1419 unless it (or an equivalent) has been taken previously. Candidates for the M.Ed. degree with a specialization in History of Education are required to take TPS1460 (History and Educational Research).

Research Foci

To guide students in selecting their research areas of interest, the History of Education specialization offers the following thematic foci:

Feminist Studies

SES1983 and TPS courses: 1412, 1418, 1421, 1426, 1430, 1488, 3417 and 3418 .

History of Women and the Family in Education

TPS courses: 1412, 1415, 1418, 1421, 1422, 1426, 1428, 1429, 3418, 3423.

Immigration, Ethnicity, and Multiculturalism in Education

TPS courses: 1415, 1421, 1424, 1428, 1429, 3428.

The Origins of Modern Schooling

TPS courses: 1400, 1401, 1403, 1405, 1415, 1420.

Theory and Practice of Schooling

TPS courses: 1400, 1401, 1403, 1405, 1407, 1408, 1460.

Courses

The following list demonstrates the range of courses offered within the History of Education specialization. Not all of the courses listed are offered in any given year.

A course is identified with History of Education when the prefix is TPS and the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

TPS1400H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.
D. Levine

TPS1401H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
H.M. Troper

TPS1402H History of Modern European Education

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871-1945 provides a case in point.
Staff

TPS1403H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education". Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).
E.M. Smyth

TPS1405H History of Education and Society: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which historical scholarship is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.
H.M. Troper

TPS1407H Mass Education in English History

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

TPS1408H Elite Education in English History

The upper classes in Britain developed an educational system that served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine

TPS1412H The History of Women and Higher Education

This course explores the growing historical literature on women and institutions of advanced education. Topics include: the nineteenth-century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience of higher education in the twentieth century.
Staff

TPS1415H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
Staff

TPS1416H Ontario Education

This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.
E.M. Smyth

TPS1418H The Role of Education in Theories of Women's Emancipation: I

Feminist traditions, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the seventeenth century to the end of the nineteenth century.
Staff

TPS1419H Historiography and the History of Education

Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field is discussed with reference to the central problems of history of education.
NOTE: TPS1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the History of Education.
D. Levine

TPS1420H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

TPS1421H The History of Women and Education

An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
D. Levine and C. Morgan

TPS1422H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

TPS1424H Religion, Ideology, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H.M. Troper

TPS1425H Class Formation and Its Relation to the Schools

A review of selected topics and themes in the history of working people and the schools, drawn from the nineteenth and twentieth-century British, Canadian, and American contexts. This course will examine areas such as working-class communities' relationships to schools, the moral regulation of working-class students, and the class position and identities of teachers. We will also explore alternative forms of working-class schooling, such as adult education, and themes in popular culture. We will also examine areas such as working-class households and communities and their relations to schools. The course will pay attention to the relation of gender to working-class culture and will draw upon new scholarship that examines the relation of working peoples to imperialism, ethnicity, and race.
C. Morgan

TPS1426H The History of Women and Education in Canada

An investigation of the history of women in Canada, stressing the political, economic, and social developments that formed the background to changing patterns in women's education and women's role in education.
C. Morgan

TPS1428H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H.M. Troper

TPS1429H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.
H.M. Troper

TPS1430H Gendered Colonialisms, Imperialisms and Nationalisms in History

Beginning with classic works in the field and advancing to more recent feminist and post-colonial texts, this course examines the work of gender and the role of women in the discourses of colonialism, imperialism, and nationalism, and the racisms they spawned, as articulated and deployed from the eighteenth to the twentieth century.
Staff

TPS1448H Popular Culture and the Social History of Education: II

This course examines a range of themes in the history of education and popular culture, drawn from the nineteenth and twentieth-century British, Canadian, and American contexts. Topics that will be covered include the impact of the growth of literacy and the spread of the popular press, consumption and advertising, and commercial exhibitions and museums as sites of popular education. We will also explore the relationship of various levels of the state and of capitalism to popular culture and the relation of "high" culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.
C. Morgan

TPS1452H Individual Reading and Research in the History of Education: Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1460H History and Educational Research

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the end of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.
Staff

TPS1461H Special Topics in History of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS3418H The Role of Education in Theories of Women's Emancipation: II

This course is designed as a follow-up to TPS1418H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
Staff

TPS3423H Education and Family Life in the Modern World: II

This course is designed as a follow-up to TPS1422H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.
Prerequisite: TPS1422H or permission of instructor.
D. Levine

TPS3428H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: TPS1428H, TPS1429H, or permission of instructor.
H.M Troper

TPS3452H Individual Reading and Research in the History of Education: Doctoral Level

Description as for TPS1452H.
Staff

TPS3461H Special Topics in History of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3490H Ed.D. Seminar in the History of Education: 1

This is a required research seminar for Ed.D. candidates involving consideration of the problems of historical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3491H Ed.D. Seminar in the History of Education: II

See description for course TPS3490H.
Staff

TPS3494H Doctoral Practicum in the History of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3495H Doctoral Practicum in the History of Education: II

See description for course TPS3494H.
Staff

Other courses accepted for credit

The following courses are accepted for credit in History of Education. For descriptions, see relevant department course listings.

Higher Education (see pages 140-146)

TPS1801H	The History of Higher Education in Canada: An Overview
TPS1820H	The section titled: The University in an International Context: Ethics, Human Rights, Politics
TPS1822H	The Idea of the University and the College

Sociology and Equity Studies in Education

SES1904H	Sociological Theory in Education
SES1983H	Gender and Historical Sociology

Philosophy of Education Specialization

Dwight R. Boyd, Ed.D. (Harvard)
Program Coordinator
Professor
(moral education; ethical issues in education; philosophical issues related to gender in education; critical social philosophy of education)

Deanne Bogdan, Ph.D. (Toronto)
Professor, cross-appointed to Curriculum, Teaching and Learning
(literary theory and literature education; aesthetics and education; feminist criticism, aesthetics and pedagogy; musical aesthetics in education)

Maureen Ford, Ph.D. (Toronto)
Assistant Professor
(poststructuralist and postmodern philosophies of education; discourse analysis of subjectivity; feminist pedagogy; gender analysis and critical theory)

Dieter Misgeld, Dr. Phil. (Heidelberg)
Professor, cross-appointed to the Departments of Philosophy and of Political Science, University of Toronto
(human rights theory and practice; citizenship and democratic development; human rights education in an international context; contemporary social theory)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree with a specialization in Philosophy of Education. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners, while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have a minimum period of full-time study. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

In addition to the Minimum Admission, Program and Degree Requirements (pages 19 - 24), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Master of Education

The M.Ed. degree with a specialization in Philosophy of Education is pursued under **Option II** (eight half-courses plus a major research paper). (See the Minimum Admission, Program and Degree Requirements section, pages 19 - 24 for admission and other program requirements.) Students are expected to take at least four half-courses in Philosophy of Education.

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission, Program and Degree Requirements section, pages 27 - 35, for admission and program requirements.) Applicants to this program are expected to have a clearly defined thesis research problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations in their master's degree programs other than Philosophy of Education may be required to take additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the Philosophy of Education M.Ed. or M.A. specialization) consist of eight half-courses (some or all of which may be taken part-time), a year of required full-time study on campus, and a thesis. Preferably, the year of required full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing. All Ed.D. students are required to take a comprehensive examination.

The core program includes two mandatory Ed.D. seminars (TPS3480 Ed.D. Seminar in the Philosophy of Education: I, and TPS3481 Ed.D. Seminar in the Philosophy of Education: II), normally taken during the year of required full-time study and TPS1440 (An Introduction to Philosophy of Education) unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the Graduate Department of Philosophy, may upon approval be substituted for Philosophy of Education courses. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

Master of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in philosophy may be admitted to a program comprising six half-courses and a thesis. In this program, TPS1440 (An Introduction to the Philosophy of Education) is mandatory unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 152 - 155)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to take some additional courses. They are encouraged to submit, with their application, descriptions or outlines of courses that show content related to philosophy. (See Minimum Admission, Program and Degree Requirements section, pages 19 - 24 for admission and other program requirements.)

Doctor of Philosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in Philosophy of Education or its equivalent (including a thesis or equivalent major research paper), may be admitted to a program comprising six half-courses and a thesis. In this program, TPS1440 (An Introduction to the Philosophy of Education) is mandatory unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 152 - 155.) If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in Philosophy of Education will be required to establish equivalency with the OISE/UT master's program. Usually this entails the addition of courses beyond the minimum six half-courses required for the Ph.D.

Applicants who have taken graduate courses with substantial Philosophy of Education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

NOTE: All Ph.D. candidates are required to write a comprehensive examination.

Research Foci

To guide students in selecting their research areas of interest, Philosophy of Education offers the following thematic foci:

Feminist Studies

TPS courses: 1439, 1462, 1484, 1485, 3417

Human Rights, Politics, and Education

TPS courses: 1433, 1434, 1435, 1442, 1444, 1449, 1480

Literature, Music, the Arts, and Education

TPS courses: 1436, 1459, 1462, 1484, 1485, 1487, 3417, 3436, 3447

Morals/Values, Social Issues, and Education

TPS courses: 1433, 1434, 1435, 1436, 1439, 1441, 1442, 1444, 1447, 1449, 1451, 1485, 3441, 3443

NOTE: **Master of Religious Education** (M.R.E.) students at the University of St. Michael's College and Victoria University may enrol concurrently in the M.Ed. program and, upon completion of the M.R.E., receive transfer credits (from an approved list of courses) for up to half of the M.Ed. course requirements.

Courses

The following list demonstrates the range of courses offered within the Philosophy of Education specialization. Not all of the courses listed are offered in any given year.

A course is identified with Philosophy of Education when the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

TPS1431H Theory of Knowledge in Educational Inquiry and Cognitive Science

This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers.
Prerequisite: Background in philosophy or psychology, plus permission of the instructor.
Staff

TPS1432H Knowledge, Mind, and Subjectivity

This course investigates knowledge, knowing, and knowing subjects as they are represented in modern and postmodern educational theory and practices. The course is designed to facilitate educators' self-reflection on questions of learning and teaching, constructions of knowledge and knowers, and the implications of power/knowledge. Selected topics include: the impact of constructivism on teaching; problems of epistemic dominance and marginalization (Whose knowledge counts?); and representations of learning (styles; ability/disability).
M. Ford

TPS1433H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
Staff

TPS1434H Human Rights, Politics, and Education

This course examines human rights theory and practice with reference to major political, social, and educational issues in our times. The connections between human rights, democratic development, and education will be considered in an international context.
D. Misgeld

TPS1435H Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.
D. Misgeld

TPS1436H Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, and education regarding the meaning of modernity will be discussed. Theories of modernity and "post-modern" critiques of them will be reviewed. Experiences around the world of various types of crisis (human rights, ecological, cultural) may be considered.
D. Misgeld

TPS1437H Philosophical Aspects of the Development of Language and Thought

This is an interdisciplinary course that examines the philosophical underpinnings of competing theories about language learning, concept formation, and the relation between thinking and language. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.
Prerequisite: Some background in philosophy, psychology, or linguistics.
Staff

TPS1439H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.
D.R. Boyd

TPS1440H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education, focusing on four questions constituting the core of the field of study. These questions will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from both traditional representatives such as Aristotle, Plato, Locke, Rousseau, Kant, Dewey, Russell, and Whitehead, and more recent critical developments and "counterpoints" to the tradition.
M. Ford

TPS1441H Philosophical Dimensions of Moral Education

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of the teacher in moral education is emphasized and examined in light of interpretations within different approaches and as shaped by theoretical conceptions of the moral realm and views of the objectivity of value judgment. Issues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter theoretical problems.
D.R. Boyd

TPS1442H Cultural and Racial Difference in Education: Philosophical Perspectives

This course will focus on moral problems that arise when educators seek to address cultural and racial difference and to respect diversity. Such problems will be explored in the context of curriculum choices, teachers' integrity, cultural conflicts, race relations, and power differentials. Attention will be directed to underlying philosophical issues such as conceptions of the moral realm, moral certainty, the meaning and justification of valuing diversity, and indoctrination.
D.R. Boyd

TPS1444H Human Rights and Education in an International Context

How can education contribute to respect for human rights? Human rights violations occur around the world on an alarming scale, and there is need to search for an adequate response. The way in which education in various forms can contribute to finding it will be examined.
NOTE: This course has no prerequisites and is open to students not specializing in Philosophy of Education.
D. Misgeld

TPS1446H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers - i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
D.R. Boyd

TPS1447H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use

of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
Staff

TPS1449H The Theory of Law and the Teaching of Law in the Schools

The aim of this course is an examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
Staff

TPS1450H Philosophy of Science and Science Education

This course focuses on discussion of the development and growth of scientific concepts based on actual controversies in science. It is designed for science teachers interested in exploring alternative science curricula.
Staff

TPS1451H Theories of History and Social Inquiry in Education

This course consists of consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
Staff

TPS1453H Individual Reading and Research in the Philosophy of Education: Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1459H Creativity and Education

The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects of creativity in education will be dealt with and special focus will be placed on areas of student interest.
Staff

TPS1462H Women, Literature, and Education

This course focuses on several ways in which literature relates to women and education with an emphasis on feminist concerns pertaining to literary interpretation and pedagogy, the ethics of literary reading, and the relationship between educational goals and a feminist literary consciousness.
D. Bogdan

TPS1465H Special Topics in Philosophy of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS1471H Critical Issues in Education: Philosophical Perspectives

This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each session (examples are destreaming initiatives, court cases about teaching religion in schools, governance and control, and the development of the "common curriculum"), and an effort is made to have as guest speakers practitioners from the field who are actively dealing with the issue. The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyze some of the underlying philosophical questions.
D.R. Boyd

TPS1482H The Nature and Development of Religious Knowledge in Education

Amongst other issues, this course examines the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
Staff

TPS1484H Philosophy of Literature and Literature Education

This course examines the philosophical underpinnings of literature as a form of knowledge within classical literary criticism. Topics address the ontology of the literary work, the epistemology of literary response, aesthetic/moral/
political implications of the relationship between text and reader, and applications to the classroom treatment of literary reading.
D. Bogdan

TPS1485H Literature and Values in Education

This course inquires into the complex relationship between literature and values, including the ethical dimension throughout literary criticism and a philosophical analysis of the educational value of literature. Topics include the justification for and censorship of literature, Northrop Frye's concept of the educated imagination and its critique from a feminist perspective.
D. Bogdan

TPS1487H Critical Discourses of Musical Experience and Education

This course inquires into ways of speaking about the educational value of musical experience as both a private act and a social and cultural phenomenon. Assuming no special musical expertise of its participants, it focuses on the musical reception of western art music from the perspective of the informed listener/audience as educator. It seeks to forge a critical discourse for exploring the ontological, psychological, ethical, social, and political dimensions of musical experience.
D. Bogdan

TPS1488H Feminist Theory, Musical Experience, and Music Education

This course addresses several topics in the application of feminist theory to the fields of musicology, musical reception, and music education.
D. Bogdan

TPS3417H Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy

This course provides a forum for students with some background in feminism, literature, the arts, literary theory, feminist/critical pedagogy, creativity, and/or aesthetics who wish to pursue a research topic in depth. Students should have in mind a relevant topic when they register. Limited enrolment.
D. Bogdan

TPS3436H Aesthetics and Education

This course examines conceptions of aesthetic experience, education for aesthetic awareness, the educational value of art, performance theory and its relationship to the arts and education.
D. Bogdan

TPS3441H Research Seminar in Moral Education: Part I

This is an advanced seminar based on topics covered by TPS 1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
D.R. Boyd

TPS3443H Research Seminar in Moral Education: Part II

This is an advanced seminar based on topics covered by TPS 1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
D.R. Boyd

TPS3447H Theories of Modernity and Education: 1

Theories of modernity and of societal and political modernization will be reviewed and their limits will be considered. Basic arguments will be derived from more recent traditions in social theory, such as Frankfurt school social theory, neopragmatism, Foucauldian postmodernism and from some examples of Third world thought, especially Latin American thought. All these theories will be addressed with reference to some features of J. Habermas' theory of democratic modernization.
D. Misgeld

TPS3452H Individual Reading and Research in the History of Education: Doctoral Level

Description as for TPS1452H.
Staff

TPS3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Description as for TPS1453H.
Staff

TPS3465H Special Topics in Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3480H Ed.D. Seminar in the Philosophy of Education: I

This is a required research seminar for Ed.D. candidates involving consideration of the problems of philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3481H Ed.D. Seminar in the Philosophy of Education: II

See description for course TPS3480H.
Staff

TPS3484H Doctoral Practicum in the Philosophy of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3485H Doctoral Practicum in the Philosophy of Education: II

See description for course TPS3484H.
Staff

Other courses accepted for credit

The following courses are accepted for credit in Philosophy of Education. For descriptions, see relevant department course listings.

Curriculum, Teaching and Learning

CTL1315H	Arts and Education: Practice and Theory

Human Development and Applied Psychology

HDP1234H	Foundations of Cognitive Science

Theory and Policy Studies in Education (Educational Administration Program)

TPS1029H	The section titled - Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies

Collaborative Graduate Degree Programs

Comparative, International and Development Education

This Collaborative Graduate Program provides the opportunity for students enrolled in any of the four participating departments, while meeting all of the requirements for a degree from that department, to also receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The interests of students and faculty involved in this Program range from the development of teaching and learning programs and policies dealing with specific educational, social and economic problems to studies of the role of organized learning in the development of large social systems. The experience and interests of faculty permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives.

This program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems. It is available to students enrolling in the M.Ed., M.A., Ed.D., Ph.D. degrees and the relevant program in each of the four cooperating departments:

Adult Education, Community Development and Counselling Psychology

- Adult Education Program (the Community, International and Transformative Learning specialization)

Curriculum, Teaching and Learning

- Curriculum Program
- Measurement and Evaluation Program
- Second Language Education Program
- Teacher Development Program

Sociology and Equity Studies in Education

- Sociology in Education Program

Theory & Policy Studies in Education

- Higher Education Program
- History and Philosophy of Education Program

Academic coordination is provided by the Comparative, International and Development Education Centre (CIDEC). This Centre also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE/UT via a seminar series, print and electronic newsletters, a Resource Centre, and a small lounge.

Admission Requirements

Applicants should apply to the appropriate degree program in whichever of the four collaborating departments corresponds most closely to their general background and interests, clearly noting the program code on the Application for Admission Form A(1), section 18.

NOTE: Applicants are also strongly encouraged to forward a copy of the Application for Admission Form - A(1) and A(2) to the Comparative, International and Development Education Program Coordinator (see below).

In addition to meeting the minimum OISE/UT requirements (see Minimum Admission, Program and Degree Requirements section, pages 19 - 24), and departmental requirements as outlined elsewhere in this ***Bulletin***, applicants to this Collaborative Program are ordinarily expected to have had at least one to two years' experience working/living in cultural contexts other than urban southern Ontario (or similar settings), or to have had extensive experience working in multicultural educational settings (for children or adults).

Prospective applicants **are strongly advised** to contact the Collaborative Program Coordinator in advance of submitting their application, to discuss the relevance of their professional/life experience to their potential admissibility to this program, and its suitability to their own learning goals.

Program Requirements

Individual student programs must meet the requirements of both their home department (as outlined elsewhere in this ***Bulletin***) and the Collaborative Program. Normally, a careful selection of courses will satisfy this requirement without any additional course load.

Collaborative Program requirements include course selections from the Comparative, International and Development Education basic and specialization courses (distributed within and across the collaborating departments), regular participation in, and contribution to the CIDEC Seminar Series, and (depending upon the degree program and department) preparation of a thesis, research paper, or comprehensive paper related to Comparative, International and Development Education, as certified by a participating faculty member from the home department.

NOTE: Students who successfully complete the program will have noted on their transcripts "Specialist in Comparative, International and Development Education" in addition to the degree from their OISE/UT department.

Faculty Advisors

Students will be advised principally by faculty from their home department who also participate in the Collaborative Program. They may also seek advice and information from the Comparative, International and Development Education Centre. Core participating faculty include: A. Thomas (AECDCP); F.M. Connelly, J.P. Farrell and D.N. Wilson (CTL); G. Sefa Dei, R.B. Folson, D.W. Livingstone, C.P. Olson and N.N. Wane (SESE);S. Anderson, R. Hayhoe and D. Misgeld (TPS)

NOTE: In selecting a thesis supervisor, students are not restricted to faculty from their home department.

A complete and up-to-date list of participating faculty and Comparative, International and Development Education courses, plus details of the Collaborative Program requirements, can be obtained from the Program Coordinator:

Joseph P. Farrell, Head
Comparative, International, and Development
Education Centre (CIDEC)
Telephone: 416-923-6641 ext. 2361
E-mail: jfarrell@oise.utoronto.ca

Environmental Studies

OISE/UT and the Institute of Environmental Studies (U of T) collaborate in M.A., M.Ed., Ph.D. and Ed.D. degree programs in Environmental Studies. This program is offered out of the Transformative Learning Centre (OISE/UT) and is administered in the departments of Adult Education, Community Development, and Counselling Psychology; Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education.

At the master's level, the arrangement is for students to take between two and four half-credit courses from the courses listed with the Institute of Environmental Studies. Internships for students in this program are sometimes available through the Institute for Environmental Studies. The remaining courses are to be taken from the courses listed at OISE/UT. These courses are to be approved through an Academic Advisor from one of the three participating OISE/UT departments.

The doctoral program consists of eight half-courses. Two to four half-credit courses are to be taken from the courses listed with the Institute of Environmental Studies and the remainder from the three participating OISE/UT departments. The Ph.D. program has a one-year period of required full-time study and the Ed.D. program has a two-year period of required full-time study.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Environmental Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

Edmund O'Sullivan, Coordinator
Transformative Learning Centre
Adult Education, Community Development and
Counselling Psychology
Telephone: 416-923-6641 ext. 2592
Fax: 416-923-4749
E-mail: eosullivan@oise.utoronto.ca

David Selby
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 4540

Margrit Eichler
Sociology and Equity Studies
Telephone: 416-923-6641 ext. 2276

Roger Hansell
Institute of Environmental Studies, University of Toronto
Telephone: 416-978-6409

Graduate Collaborative Program in Women's Studies (GCWS)

The departments of Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education, as well as other University of Toronto departments, participate in the Graduate Collaborative Program in Women's Studies (GCWS) offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship.

The program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. The GCWS contributes to the development of an integrated research community in women's studies at the University of Toronto. Applicants to the program are expected to meet the admission and degree requirements of both their OISE/UT department and the GCWS.

All programs of study should be planned in consultation with the program advisor in the student's OISE/UT home department and with the GCWS Coordinator. (See GCWS address below.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Women's Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

F The School of Graduate Studies Calendar
✦ The student's OISE/UT departmental Liaison Officer
✦ The GCWS Program Office

Graduate Collaborative Program in Women's Studies (GCWS)

The Institute for Women's Studies and Gender Studies
New College - University of Toronto
40 Willcocks Street
Toronto, Ontario M5S 1C8
Telephone: 416-978-3668
Fax: 416-946-5561
E-mail: grad.womenstudies@utoronto.ca
Website: www.utoronto.ca/iwsgs

Graduate Women's Studies Student Association (GWSSA)

The GWSSA acts as a source of information and support for students. It fosters community building, social networking, the development of friendships and work relationships, and academic learning.

Further information is available from:

New College, 40 Willcocks Street, Room 2030WI
Telephone: 416-978-8284
E-mail: ws_su@utoronto.ca

Interdepartmental Graduate Specializations

Faculty in several departments are collaborating in the development of interdepartmental specializations to facilitate program selection and planning for students who wish to pursue studies in an area of specialization which involves two or more OISE/UT departments. Participating faculty and departments are working toward establishing common courses and comprehensive requirements for these specializations. At this time the five interdepartmental specializations described in this section have been formally established.

Students must still apply to a specific department, but those interested in enroling in an interdepartmental specialization should so indicate on the Application for Admission Form A(1), Section 18.

Adaptive Instruction

The Departments of Curriculum, Teaching and Learning; and Human Development and Applied Psychology offer an interdepartmental specialization in Adaptive Instruction. This program examines issues related to the learning characteristics and education of students with diverse needs in modern classrooms. Candidates selecting this specialization develop an understanding of developmental diversity and instructional strategies that make learning accessible to children with special needs. The impact of heterogeneous classrooms on teachers and teaching is considered.

For details, see the Adaptive Instruction section under each of the above participating department's listings, pages 61 and 102.

Admission Requirements

Applicants are admitted to one of the departments and must meet the admission requirements of that department. They should indicate "Adaptive Instruction" as their area of specialization on their application form.

Faculty Advisors

Students will be advised by faculty from their home departments who are also participants in the Adaptive Instruction interdepartmental specialization: N. Bélanger, A. Jordan, E. Smyth, P. Stanovich (CTL); E. Geva, T. Humphries, D. Keating, C.R. Musselman, K. Stanovich, J. Wiener and D. Willows (HDAP).

Gender Equity in Education

The M.Ed. in Gender Equity in Education is designed as a specialization for educators who are interested in the professional applications of women's studies in schools. Though it is coordinated by the Centre for Women's Studies in Education (CWSE), it involves faculty and students in a number of OISE/UT programs. Students may take the M.Ed. specialization in Gender Equity in Education in combination with the listed programs offered by the following departments:

- ✦ **Sociology and Equity Studies in Education**
    - Sociology in Education
- ✦ **Theory & Policy Studies in Education**
    - Educational Administration
    - Higher Education
    - History and Philosophy of Education

The basis for this specialization includes the large number of feminist scholars on the OISE/UT faculty, the availability of extensive resources on women and schooling as well as curriculum materials in the OISE/UT Education Commons (Library) and in the Women's Educational Resources Collection. The CWSE provides support and facilities to students taking this specialization.

Admission Requirements

Applicants are admitted to one of the departmental programs listed above. They must indicate the program code for Gender Equity in Education on the Application for Admission Form A(1), Section 18. The specialization is especially appropriate for students who are working teachers or otherwise professionally active as educators.

Program Requirements

At least three courses must be taken in the Gender Equity in Education specialization. One of these, "CTL1313 Gender Equity in the Classroom" is required. The remaining two may be selected from the list of courses available from CWSE. Individual student programs must otherwise meet the requirements of the department in which they are registered.

Faculty Advisors

Students will be advised by faculty advisors from their home Department. Staff at CWSE will also be available. In M.Ed. programs which include a Major Research Paper, the Head of the Centre for Women's Studies in Education will be available to supervise. Students are advised to contact staff at the CWSE early in their program to learn more about the specialization and about the support and facilities available to them through the Centre.

Further information is available from:

Caralee Price at CWSE
Telephone: 416-923-6641 ext. 2204
E-mail; cprice@oise.utoronto.ca
Website: www.oise.utoronto.ca/projects/inclusive

OR

Paula Bourne, Head of CWSE
Telephone: 416-923-6641 ext. 2368
E-mail: pbourne@oise.utoronto.ca

Courses

Examples of courses that may be counted toward the specialization in Gender Equity in Education include: AEC1156, AEC1253 and AEC3120; CTL1011, CTL1840, CTL4803; SES1920, SES1951, SES1953, SES1982, SES1987, SES2912 and SES2914; TPS1403, TPS1415, TPS1416, TPS1418, TPS1421, TPS1426, TPS1439, TPS3418 and TPS3029.

Transformative Learning

The Transformative Learning interdepartmental specialization involves faculty and students from several OISE/UT departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments:

- **Adult Education, Community Development and Counselling Psychology**
- **Curriculum, Teaching and Learning**
- **Sociology and Equity Studies in Education**
- **Theory & Policy Studies in Education.**

The specialization is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous knowledge, native studies, religious studies, world-views and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, alternative futures, international migration, multiculturalism, popular culture, and family change.

Through the specialization its members have links with the International Institute for Global Education, the Faculty of Environmental Studies at York University, the Nicaraguan Institute of Popular Education and Research (INIES), the Global Education Project of the Ontario Teachers' Federation, and a variety of community-based organizations.

Admission Requirements

Applicants must meet the admission requirements of a participating OISE/UT department. (It is possible to apply to more than one department, rank ordering department preferences on the application form.) Applicants must indicate the program code for the Transformative Learning specialization on the Application for Admission Form A(1), Section 18. Students applying to the Department of Curriculum, Teaching and Learning who are interested in this interdepartmental specialization should select the Social Justice and Cultural Studies in Education specialization under the Curriculum programs (see page 62).

Program Requirements

Normally, half of a student's courses must be taken in the home department and half in the Transformative Learning specialization. Usually, because of overlap between departmental and specialization course offerings, it is possible to meet this requirement and still take courses elsewhere. Students can take more than the minimum required number of courses in their home department and in the specialization. In cases where the home department requires a comprehensive examination and Major Research Paper or a thesis, these will as far as possible be conducted or supervised by faculty involved in the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Transformative Learning specialization: A.R. Miles, S. Mojab, J. Quarter, and E.V. O'Sullivan (AECDCP); J. Miller, and R.I. Simon (CTL); G. Sefa Dei, M. Eichler, D. Livingstone, N.N. Wane (SESE) and D. Misgeld (TPS).

A student's thesis supervisor need not be from the home department. However, at least one thesis committee member must be.

Courses

Courses that may be counted toward the specialization in Transformative Learning include: AEC1131, AEC1143, AEC1146, AEC1148, AEC3116, and AEC3119; CTL1110, CTL1207, CTL1301; SES1900, SES1903, SES1909, SES1920, SES1921, SES1922, SES1924, and SES2914; TPS1405, TPS1420, TPS1422, TPS1428, TPS1429, TPS1434, TPS1444, TPS1481, TPS1489, TPS4323, and TPS3428.

Women's Studies/Feminist Studies

Women's Studies/Feminist Studies at OISE/UT involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Students can specialize in Women's Studies/Feminist Studies through master's and doctoral programs in most of OISE/UT's departments. Women's Studies/Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study.

Programs include courses at OISE/UT and at other departments of the university in the areas of women's/feminist studies, gender relations, and sex differences and similarities. The bases for this specialization include the large number of feminist scholars on the OISE/UT faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Collection, and the Centre for Women's Studies in Education (CWSE), which has a strong and active research program.

NOTE: There is also an interdepartmental specialization - the M.Ed. in Gender Equity in Education - which is coordinated by the Centre for Women's Studies in Education (CWSE). (See page 159.)

Admission Requirements

Applicants must meet the admission requirements of a participating department. They must also indicate the program code for Women's Studies/Feminist Studies on the Application for Admission Form A(1), Section 18. Students with undergraduate degrees or course-work in women's studies are especially strong applicants for this specialization.

Program Requirements

Individual student programs must meet the requirements of the home department. There are no specific required courses at either the master's or doctoral level. However, it is expected that the majority of the required departmental and extra-departmental courses will be in Women's Studies/Feminist Studies. Courses outside the department will be determined in consultation with the faculty advisor. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the home department so as to meet the degree requirements of the department and of the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Women's Studies/Feminist Studies interdepartmental specialization: B. Burstow, A. Cole, L. Fitznor, M. Laiken, A.R. Miles, K. Mirchandani, S. Mojab, R. Ng, N. Piran, L. Stermac and M.A. Schneider (AECDCP); J. Dillabough, K. Gallagher, D. Gérin-Lajoie, T. Goldstein and E. Smyth (CTL); S. Acker, K. Bickmore, K. Dehli, R.B. Folson, M. Eichler, M. Heller, J. Iseke-Barnes, H. Lenskyj, S. Razack, A. Trotz and N.N. Wane (SESE); N. Bascia, D. Bogdan, A. Datnow, R. Joshee, J.L. Magnusson, C. Morgan, L. Muzzin and C. Reynolds (TPS) .

In selecting a thesis supervisor, students are not restricted to faculty from their home departments. Students are advised to contact the Centre for Women's Studies in Education (CWSE), early in their program.

Further information is available from:

Caralee Price at CWSE
Telephone: 416-923-6641 ext. 2204
E-mail: cprice@oise.utoronto.ca
Website: www.oise.utoronto.ca/projects/inclusive
OR
Paula Bourne, Head of CWSE
Telephone: 416-923-6641 ext. 2368
E-mail: pbourne@oise.utoronto.ca

Courses

A complete list of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a handbook available from the Centre for Women's Studies in Education (CWSE).

Graduate Interdisciplinary Research Foci

The term **focus** has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE/UT which may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas are encouraged to specify so at the time of application within their Statement of Intent

The foci described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at OISE/UT in relation to their professional roles, interests, and long-term goals.

Aboriginal Education

This focus draws upon the diverse cultural and spiritual philosophies and practices of Aboriginal nations. We seek to examine a diverse range of issues, trends, perspectives, and models of Aboriginal education from local, to national and international connections. Students focussing on Aboriginal Education will develop knowledge and skills and have a greater understanding of the needs, aspirations and knowledges of Aboriginal (Inuit, Metis, mixed-race Aboriginal, non-status Indians, status Indians) and Indigenous Peoples. The content and methods, and academic development and advancement of this focus are developed in collaboration with Aboriginal organizations, Elders from various communities, the Indigenous Education Network and participating departments of OISE/UT.

Aboriginal perspectives form the basis of the focus which:

- respects, values and draws on the lived experiences, stories and oral traditions of Elders, traditional teachers and Aboriginal educators; develops understandings of Aboriginal Ways of life
- builds relationships connecting local Aboriginal/indigenous communities with those around the world
- encourages scholarship in linguistic and cultural policy studies, structures of formal education for Aboriginal peoples, tuition agreement issues, and Aboriginal curriculum development in their historic and contemporary contexts
- advocates making changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and current literature and research including the Report of the Royal Commission on Aboriginal Peoples
- examines roles of various educational institutions and policies that produce and maintain conditions of constraint, images of "nativeness", social and class differences, dominance, control politics, and social inequities in regard to Aboriginal peoples. Countering stereotypes is critical to this examination
- develops the physical, spiritual, emotional, and intellectual wellbeing of each student grounded in Aboriginal perspectives.

The Aboriginal Interdepartmental Initiatives Group guides the Aboriginal Education focus at OISE/UT. This group is composed of representatives from the Indigenous Education Network (IEN) of OISE/UT; Aboriginal Student Caucus, a sub-committee of IEN; OISE/UT Mid-Northern Native Focus Centre; Developing Aboriginal Education and Research Centre; and the Departments of Adult Education, Community Development, and Counselling Psychology (AECDCP); Curriculum, Teaching, and Learning (CTL); Sociology and Equity Studies in Education (SESE); and Theory and Policy Studies (TPS)

Courses are offered at the B.Ed, M.Ed., M.A., Ed.D., and Ph.D. levels. Faculty members supervise master's research projects, qualifying research papers, and both master's and doctoral theses within the focus.

Aboriginal focused courses include: AEC1171, AEC1180; CTL1018, CTL3022 and SES courses listed in the 2970-2980 range. Additional courses of interest to students in this focus include: AEC1104, AEC1160, AEC1177, AEC3126, AEC3134, AEC3174, AEC3175; CTL3031; SES1902, SES1923, SES1925, SES1950, SES1951, SES1958; TPS1019, TPS1045 and TPS3042. Students may be approved for additional special topics courses with Aboriginal content under AEC3131, CTL1799, CTL1999, SES2999, SES3998, and TPS1852.

Faculty actively working in this focus are: E. Antone, L. Fitznor, P. Gamlin, and E. O'Sullivan (AECDCP); S. Stiegelbauer (CTL); G. Dei, P. Cole, J. Iseke-Barnes, P. Olson, P. O'Riley and N. Wane (SESE); and J. Magnusson (TPS).

Elders

An Elder-in-residence (grandmother) is available through the First Nations House (FNH), University of Toronto, for all students. The FNH and the IEN invite various Elders to talks and circle teachings as resources permit throughout the academic year.

Resources

Other University of Toronto offices that support Aboriginal perspectives include:

Aboriginal Studies (undergraduate degree)
Keren Rice, Coordinator
Telephone: 416-978-1763
Website: www.utoronto.ca/abs

Aboriginal Health and Well Being
Public Health Science, Faculty of Medicine
Jeff Reading (Mohawk)
Telephone: 416-978-0962

First Nations House
Telephone: 416-978-8227
Website: www.library.ca.www/equity/fnh.html/

The Transition Year Program
Eileen Antone
Telephone: 416-978-1942

Aboriginal Health
Faculty of Nursing
Rebecca Hagey
Telephone: 416-978-2865

Further information is available from:
Laara Fitznor (AECDCP),Coordinator
Aboriginal Interdepartmental Initiatives Group (AIIG)
Telephone: 416-923-6641 ext. 2345
Fax: 416-926-4749
E-mail: lfitznor@oise.utoronto.ca

Judy Iseke-Barnes (SESE)
Telephone: 416-923-6641 ext. 2726
Fax: 416-926-4751
E-mail: jisekebarnes@oise.utoronto.ca

Aboriginal Education Interdepartmental Focus
Website: www.oise.utoronto.ca/Bulletin/inter.html

Indigenous Education Network
Website: www.oise.utoronto.ca/other/ien/ienpage.html

Aboriginal Education and Research Centre
Website: www.oise.utoronto.ca/~first

Critical Pedagogy and Cultural Studies

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance and social construction of sexuality, gender, disability, ethnicity, race, language and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms and practices of representation in writing, text, music, film, television, and youth styles; the culture of the school and its communities; global peace and education; critical multiculturalism and anti-racism in education; Aboriginal education; comparative and Third World education; education and the labour market; the political economy of education; teachers as workers; studies of state formation and moral regulation; ideologies; issues of history, memory and pedagogies of space and time; critical reformulations of humanities curricula; and development of critical and reflexive teaching materials and strategies.

Faculty actively working in this focus are: L. Fitznor, A. Miles, S. Mojab, R. Ng, E. O'Sullivan, J. Quarter and D. Schugurensky (AECDCP); K. Bickmore, C. Conle, J. Cummins, J-A. Dillabough, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, D. Hodson, M. Kooy, R. Morgan, E. Pedretti, D. Selby, R.I. Simon and P. Trifonas (CTL); K. Dehli, G. Sefa Dei, R.B. Folson, M. Heller, J. Iseke-Barnes, H. Lenskyj, D.W. Livingstone, C.P. Olson, P. Sawchuk, S. Razack, D. A. Trotz, R. Walcott and N.N. Wane, (SESE); D. Bogdan and C. Morgan (TPS).

Further information is available from:
Kari Delhi (SESE).

Études Franco-ontariennes en Éducation

Le Département de curriculum, d'enseignement et d'apprentissage, en collaboration avec le Département de sociologie et d'études de l'équité en éducation, proposent des études supérieures multidisciplinaires qui s'intitulent «Études franco-ontariennes en éducation» et qui se donnent entièrement en français par le biais de l'éducation à distance des cours sur place sont ègalement offerts. Trois cours sont recommandés. Il s'agit des cours CTL1000 Fondements des programmes scolaires, SES1900 Introduction à la sociologie de l'éducation et un cours de méthodes de recherche (quantitative, CTL2007 ou qualitative, CTL1306). Il est à noter que les études à distance sont ouvertes également à la clientèle étudiante de Toronto.

Pour de plus amples détails sur les cours, veuillez consulter les sections «Department of Curriculum, Teaching and Learning» et «Department of Sociology and Equity Studies in Education». Les étudiants et les étudiantes doivent tenir compte des conditions d'admission en vigueur au Département de curriculum, d'enseignement et d'apprentissage.

Pour tout renseignement concernant les demandes d'admission, veuillez contacter :
Ilda Januario, adjointe aux études en français
Lieu : 252 Bloor Street West, bureau : 6-111
Téléphone : 416-923-6641, poste : 2290
Télécopieur : 416-926-4714
Courriel : ijanuario@oise.utoronto.ca

Global Education

Global education is an holistic paradigm of education predicated upon the interconnectedness of communities, lands and peoples, the interrelatedness of all social, cultural and natural phenomena, the interlocking nature of past, present and future and the complementary nature of the cognitive, affective, physical and spiritual dimensions of the human being. It addresses issues of citizenship, development, equity, health, peace, social justice, and environmental sustainability. Its scope encompasses the personal, the local, the regional and bioregional, the national and planetary. Congruent with its precepts and principles, its methodology is experiential, interactive, learner-centred, democratic, convivial, participatory and change-oriented.

Work in curriculum and professional development is undertaken with K-12 teachers and in non-formal and adult/community educational settings. Teaching, research and development work are undertaken across Canada and in partnership with universities, non-governmental organizations and ministries of education in the developing world (often under the auspices of United Nations bodies).

Faculty involved include: K. Bickmore, M. Evans, T. Goldstein and D. Selby (CTL).

Further information is available from:

Sonia Hopwood
252 Bloor Street West, Room 10-110
Telephone: 416-923-6641 ext. 2863

Language and Critical Pedagogy

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinated groups. In the subordinated Canadian context, the suppression of the languages and cultures of First Nations and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: J. Cummins, D. Gérin-Lajoie, N. Labrie and R. Morgan (CTL); M. Heller (SESE).

Learning and Work

This focus is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Learning includes formal schooling and continuing education courses, but also informal self-directed and collective learning in workplace, household and community spheres. Work includes various forms of paid employment, domestic labour and community volunteer activities. Many aspects of learning-work relations are addressed: connections between early family socialization and career choices, learning and the creation of socially responsible work, economic restructuring and technological education, as well as the treatment of work in school curricula, the relevance of vocational schooling and informal learning for getting a job, the array of continuing and informal learning activities in work organizations, comparisons of the learning practices involved in housework and paid employment, systemic underemployment of learning capacities in relation to class, gender, racial, generational and other social differences, learning practices of unemployed people, and the democratization of learning and work.

Most faculty teaching in this focus are associated with either the Learning, Work and Change focus in the Department of Sociology and Equity Studies in Education or the Workplace Learning and Change focus in the Department of Adult Education, Community Development and Counselling Psychology as well as the Intermediate/Senior Alternate Program 4 (Education and Work) in the Initial Teacher Education Program.

Much of the relevant research is conducted through the Centre for the Study of Education and Work (CSEW), which is jointly sponsored by these departments.

Faculty associated with this focus include: M. Laiken, K. Mirchandani, S. Mojab, R. Ng, J. Quarter, and A. Thomas (AECDCP); S. Acker, N. Bélanger, K. Dehli, G. Sefa Dei, R.B. Folson, E. Harvey, D. Livingstone, P. Olson, P. Sawchuk, W. Seccombe and N.N. Wane (SESE); and N. Bascia (TPS)

Further information is available from:

David Livingstone (SESE)
Telephone: 416-923-6641 ext. 2703
Fax: 416-926-4751
E-mail: dlivingstone@oise.utoronto.ca
OR
Jack Quarter (AECDCP)
Telephone: 416-923-6641 ext. 2576
E-mail: jquarter@oise.utoronto.ca

The Nature and Development of Literacy

Literacy is a term that denotes forms of competence and sociocultural cognitive and linguistic relations important in understanding and participating in the notational systems of modern society. This focus is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this focus include: literacy, language and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; the development of oral language proficiency and its relation to literacy development in monolingual and multicultural/multiethnic contexts; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; the sociocultural organization of literacy events; and critical literacy.

Faculty involved in teaching and research on literacy include: J.A. Draper (AECDCP); J. Aitken, D. Booth, A. Cumming, L.D. McLean, R. Morgan and M. Scardamalia (CTL); C. Bereiter, A. Biemiller, E. Geva, K.E. Stanovich, and D.M. Willows (HDAP); N. Bélanger, M. Heller and K. Rockhill (on leave) (SESE); and D. Bogdan (TPS).

Students are encouraged to refer to program requirements in their home department.

Further information is available from:

A. Cumming (CTL) or E. Geva (HDAP).

Research and Field Activities

The research and development program of OISE/UT fosters improvement in Ontario education and complements the academic programs of OISE/UT departments. OISE/UT's research and development program is among the largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Students may participate in research and development projects through graduate assistantships or through joint research designed as a portion of their graduate program.

Findings of completed studies are often published by OISE/UT or by the sponsoring agency, or appear in journals produced by OISE/UT (***Curriculum Inquiry, Orbit, Resources for Feminist Research/Documentation sur la recherché féministe***), in international journals or in other publications. OISE/UT Research Reports can be found in the OISE/UT Education Commons Library.

Research and Development Centres

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the respective centre.

Centre for the Advancement of Measurement, Evaluation, Research, and Assessment (CAMERA)

Head: Tony C. M. Lam
Department: CTL
Location: 252 Bloor Street West, Room 11-229
Telephone: 416-923-6641 ext. 3225

CAMERA was created in the summer of 1996 within the CTL Department. The Centre is dedicated to the goal of fostering ideas and research that address issues in the areas of theoretical and applied measurement, large-scale and classroom-based assessments, program and system evaluations, research methods, data analysis procedures, and related matters. The centre draws together OISE/UT's faculty and external researchers and practitioners to engage in projects of common interest, to share and exchange perspectives, and to work collaboratively to resolve methodological problems in measurement, evaluation, research and assessment.

Centre for Applied Cognitive Science (CACS)

Head: Michel Ferrari
Department: HDAP
Location: 252 Bloor Street West, Room 9-132
Telephone: 416-923-6641 ext. 2566

Through a number of research and development projects, the CACS explores cognitive structures and cognitive processes in a variety of content domains. CACS is characterized by attempts to integrate contributions from a number of fields (e.g., psychology, linguistics, philosophy, and computer science) into the study of human development and education. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology.

The Centre hosts a number of regular research seminars and group meetings devoted to particular topics in which students are invited to participate. It is home to principal investigators in a number of large-scale inter-related research programs, including the National Centre of Excellence Program on Telelearning, The Canadian Institute of Advanced Research Human Development Program, the University of Toronto's Knowledge Media Design Institute and the University of Toronto Joint Centre for Bioethics.

Centre for Franco-Ontarian Studies (CREFO)

Head: Normand Labrie
Department: CTL, SESE
Location: 252 Bloor Street West, Room 6-104
Telephone: 416-923-6641 ext. 2323
Fax: 416-926-4714
E-mail: nlabrie@oise.utoronto.ca
Website: www.oise.utoronto.ca/CREFO/

CREFO is an internal research centre which conducts research relating to social and linguistic practices of Francophones living in a minority setting. Current projects focus on linguistic pluralism, the construction of identity, social processes of inclusion and exclusion, linguistic repertoires and linguistic heterogeneity. Research activities, specifically focused on the educational sector, include the analysis of policies and programs, sociolinguistic dynamics in school settings, children designated as exceptional, as well as teaching and learning in a minority setting.

Centre de recherches en éducation franco-ontarienne (CREFO)

Directeur : Normand Labrie
Department : CTL, SESE
Téléphone : 416-923-6641 poste 2323
Télécopieur : 416-926-4714
Courrier électronique : nlabrie@oise.utoronto.ca
Lieu: 252 rue Bloor Ouest, 6-104
Website: www.oise.utoronto.ca/CREFO/

Le CREFO est un centre de recherche universitaire, où l'on étudie les pratiques sociales et les pratiques langagières des francophones vivant en milieu minoritaire. On s'intéresse au phénomène du pluralisme linguistique, à la construction identitaire, aux processus sociaux d'inclusion et d'exclusion, aux répertoires plurilingues et à la mixité linguistique. Dans le secteur plus spécifique de l'éducation, nos recherches portent sur l'analyse des politiques et des programmes, sur les dynamiques sociolinguistiques en milieu scolaire, sur l'enfance en difficulté, ainsi que sur l'enseignement en milieu minoritaire.

Centre for Integrative Anti-Racism Studies (CIARS)

Head: Sherene Razack
Department: SESE
Location: 252 Bloor Street West, Room 12-272
Telephone: 416-923-6641 Ext. 2360
E-mail: ciars@oise.utoronto.ca

CIARS was established in the 1996-97 session, bringing together faculty and students whose research interests and political commitments are in anti-racism. The Centre provides a supportive research environment, linking communities of colour, marginalized communities, and the university. The mandate of CIARS, namely the fostering of interdisciplinary anti-racism studies in education, embraces a broad view of education. In CIARS' view, education is defined as those processes that influence and contribute to how individuals and their communities come to know the world and act within it. CIARS' faculty and students working in the field of anti-racism are deeply committed to an integrative view: all systems of oppression are interlocked and a study of one such system, racism, necessarily entails a study of class exploitation, sexism, ableism and heterosexism. Recent research by associated faculty includes work on schooling and education, for example, research on inclusive schooling practices, and drawing from resources of the home, family and community in improving youth educational activities. In addition, CIARS' core faculty interests include research on the judicial system, immigration, unions, community development, community-state relations and globalization and its effects on communities of colour.

Centre for Leadership Development

Contact: Vashty Hawkins
Department: TPS
Location: 252 Bloor Street West, Room 6-186
Telephone: 416-923-6641 ext. 2721
Fax: 416-926-4752

The Centre for Leadership Development engages in research on different aspects of leadership and processes of educational change. Long-term projects are underway with respect to different forms of leadership and their effects, the nature of expertise in the problem solving of leaders, and the relationship between culture, organizational learning and leadership. From time to time, the Centre also engages in research on the effects of various educational policies. This research is usually carried out in the context of major school reform efforts, and is intended to offer guidance to those implementing such reforms, as well as to identify implications for effective leadership.

Another aspect of the Centre's work is the design and implementation of OISE/UT's Principal Qualification Program as well as inservice programs for school and district administrators.

Centre for Media and Culture in Education (CMCE)

Head: Kari Dehli
Coordinator: Richard Fung
Department: SESE
Location: Room 12-216
Telephone: 416-923-6641 ex t 2275
E-mail: rfung@oise.utoronto.ca
Website: fcis.oise.utoronto.ca/~cmce

Through critical inquiry and debate the Centre seeks to foster innovative and interdisciplinary study of audio-visual cultural practices. Media and popular culture are often seen to pose one question for educators: how do we inoculate young people against their 'negative effects'? Recent work in visual and cultural studies has put forward different ways of thinking about audio-visual representation, theorizing more complex relations between viewers and images, and expanding beyond mass media to consider the pedagogies of independent video and film, digitally-based new media, and media art.

The Centre provides access to a range of independent visual and media art productions through programs of screening, lectures, workshops and other events. We encourage connections and collaborations among educators and students, artists and cultural producers, curators and critics, and various engaged publics. The Centre conducts and coordinates critical and interdisciplinary research. We support curriculum and resource development, and have established an Artist-in-residence program for a media artist-in-residence at OISE/UT.

OISE/UT faculty and instructors affiliated with CMCE: Kari Dehli, Rose Folson, Robert Morgan, Roger Simon, Bob Phillips, Peter Trifonas, Margaret Wells, and Rinaldo Walcott.

Centre for the Study of Education and Work (CSEW)

Head: David Livingstone
Department: SESE
Location: 252 Bloor Street West, Room 12-230
Telephone: 416-923-6641 Ext. 2703
E-mail: dlivingstone@oise.utoronto.ca

The CSEW mandate is to expand scholarly and public awareness of the different forms of learning and work and their interrelations. The centre conducts research, policy studies and public forums to document relations between informal learning/schooling/further education and paid/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. Much of the research emphasizes the standpoint of workers as learners. This centre is jointly sponsored by the Department of Adult Education, Community Development and Counselling Psychology and the Department of Sociology and Equity Studies in Education. Faculty members involved with CSEW are listed with the Interdisciplinary Research Focus on Learning and Work, page 164.

Centre for Teacher Development

Head: C.T. Patrick Diamond
Department: CTL
Location: 252 Bloor Street West, Room 10-141
Telephone: 416-923-6641 ext. 3085

The Centre for Teacher Development engages in research and development projects, and facilitates initial and inservice teacher education activities. In addition, the Centre supports post-doctoral fellowships for outstanding scholars and encourages visiting professorships. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Faculty interests include gender issues, women in education; multiculturalism; teacher development; career development; professional knowledge; action research; narrative and story telling; research on teaching; collaboration; and the contemplative practitioner.

The Centre sponsors the publication of ***Curriculum Inquiry***, Canada's leading educational journal and publishes ***Among Teachers***, a teacher based inquiry journal. Students who wish to specialize in teacher development should apply through the Department of Curriculum, Teaching and Learning, indicating clearly in their Statement of Intent and by completing the Application for Admission Form A(1), section 18, that they wish to be considered for admission to the Centre for Teacher Development. Those who wish to apply through any other OISE/UT department must first contact the chair of that department. For additional information, please contact the Centre Head.

Centre for Women's Studies In Education (CWSE)

Head: Paula Bourne
Location: 252 Bloor Street West, Room 2-230
Telephone: 416-923-6641 ext. 2368

The Centre conducts, promotes, and distributes research in women's studies. Recent and current projects include: the Women's Educational Resources Collection; the periodical ***Resources for Feminist Research/Documentation sur la recherché féministe***; Canadian Women's History; Sexual Harassment Resources for Elementary Schools; A Feminist Critique of Schooling; Redesigning Professional Education for Gender Equitable Schooling; Women and Professional Education, Professional Women Historians in Canada, Canadian Women's Issues, Educational Campaign to Combat Date and Acquaintance Rape on College and University Campuses, Training packages on Violence for Elementary Teachers, Achieving Curriculum Consistency: The Case of Family Studies in Ontario Secondary Schools. Information on all projects is available at the Centre.

The holder of the annual Dame Nita Barrow Distinguished Visitor position in Women and Development and Community Transformation is housed at the Centre. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside OISE/UT in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside OISE/UT, and lunch-bag seminars feature visiting scholars, OISE/UT students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside OISE/UT.

A complete list of OISE/UT's feminist courses is available from the Centre Secretary, as is a list of CWSE Publications. For further information regarding graduate studies in the area, see Gender Equity in Education (page 159) and Women's Studies/Feminist Studies (page 160) in the Interdepartmental Graduate Specializations section; and Feminist Studies and Gender Relations in Education in the Department of Sociology and Equity Studies in Education (page 118).

Comparative, International, and Development Education Centre (CIDEC)

Head: Joseph P. Farrell
Department: CTL
Location: 252 Bloor Street West, Room 10-139
Telephone: 416-923-6641 ext. 2362

The mandate of this Centre, formally established in 1989, is to coordinate, consolidate, and expand OISE/UT's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE/UT staff and students engage in a significant amount of international and comparative work in their own specialties (over a third of OISE/UT faculty have had significant international experience) and the amount of such work is increasing.

Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE/UT staff and students and make it available to all members of the OISE/UT community and the Ontario education community generally. For information regarding the already existing graduate studies opportunities in this area within OISE/UT, see the Collaborative Graduate Degree Program in Comparative, International, and Development Education, which this Centre coordinates, in the section on Collaborative Graduate Degree Programs, pages 156 - 157.

Imperial Oil Centre for Studies in Science, Mathematics and Technology Education

Head: Derek Hodson
Department: CTL
Location: 252 Bloor Street West, Room 11-258
Telephone: 416-923-6641 Ext. 2635
E-mail: dhodson@oise.utoronto.ca
Website: http://smt.oise.utoronto.ca

The Centre for Studies in Science, Mathematics and Technology Education, established with the financial support of Imperial Oil, provides major opportunities for faculty members, graduate students and others to engage in collaborative research and curriculum development, and enables a serving teacher per year to be seconded to work within the Centre.

The diverse activities of the Centre are expected to have immediate and significant impact on science, mathematics and technology curriculum practice both in Ontario and throughout Canada. In furthering its commitment to being a significant voice in international debate on science, mathematics and technology education, the Centre has undertaken a major publishing function (including publication of the ***Canadian Journal of Science, Mathematics and Technology Education*** and ***The OISE Papers in STSE Education***) and has developed collaborative research projects with groups outside Canada.

International Centre for Educational Change (ICEC)

Co-Heads: Andy Hargreaves and Lorna Earl
Department: TPS
Location: 252 Bloor Street West, Room 6-119
Telephone: 416-923-6641 Ext. 2426
E-mail: ahargreaves@oise.utoronto.ca
OR learl@oise.utoronto.ca

The International Centre for Educational Change (ICEC) is a group of scholars and field developers within the Ontario Institute for Studies in Education of the University of Toronto, who work together to investigate, initiate, support and speak out with integrity and authority on changes and reforms in education, locally, nationally and across the world.

ICEC contains, brings together and capitalizes on the expertise and reputation of some of the world's leading scholars and researchers on educational change. Centre staff are involved in research and development projects in Canada, the United States, Hong Kong, Australia, Britain and Europe. The Centre is made up of 7 faculty from three departments and 2 field centres, as well as a number of Associates and graduate students, who work collaboratively on overlapping projects.

The Centre has produced the ***International Handbook of Educational Change***, houses the ***Journal of Educational Change*** **<www.wkap.nl/journalhome.htm/1389-2843>** edited and contributed to the ***1997 ASCD Yearbook, Rethinking Educational Change with Heart and Mind*** which is distributed to over 250, 000 educators, and produced a new book on ***The Sharp Edge of Educational Change*** (Falmer Press).

The Centre's co-heads, Andy Hargreaves and Lorna Earl together hold the 2000 Canadian Education Association Whitworth Award for contributions to educational research in Canada.

The Centre staff are involved in collaborative teaching, in new courses in educational change, and in integrating graduate students into its research programs.

International Institute for Global Education (IIGE)

Director: David Selby
Department: CTL
Location: 252 Bloor Street West, Room 10-110
Telephone: 416-923-6641 ext. 2863

The Institute, a cross-departmental centre with a principal attachment to Curriculum, Teaching and Learning, was established in 1992 to contribute to the growth of global education in Canada and internationally through teaching programs, consultancy, curriculum development and research. In addition to offering courses at the initial teacher education level and at the graduate level, IIGE faculty provide professional development services for elementary and secondary schools through partnerships with school boards, other universities, national and international non-governmental organizations, United Nations bodies and ministries of education. Research and development projects include the support of global education and national curriculum renewal initiatives in countries in Central and Eastern Europe, Latin America and the Middle East and North Africa.

The Institute promotes dialogue between global educators worldwide and welcomes visiting scholars. Faculty interests include anti-discriminatory education; basic and life skills education; citizenship education; education for development; environmental education, futures education; health education; humane education; human rights education; intercultural and multicultural education; education for peace and social justice; education for international understanding; inclusive, interactive and participatory pedagogies.

The Institute houses a collection of specialist resources on global education. Pamphlets and flyers on IIGE, together with details of courses taught by IIGE faculty and lists of IIGE publications (including activity-based resources for teachers) are available from the Institute Secretary.

The Dr. R.G.N. Laidlaw Research Centre (LRC)

Director: Janet W. Astington
Department: HDAP
Location: 45 Walmer Road (ICS)
Telephone: 416-934-4513
Website: www.oise.utoronto.ca/ICS/laidlaw

The Centre is dedicated to the support of multidisciplinary research in child development. Current topics of investigation include the development of social understanding and moral reasoning, socio-cultural contexts of development, school readiness, exemplary kindergarten practice, language and literacy development, vocabulary assessment and instruction, math science education, the integration of special needs students, child abuse, the prevention of unintentional injury, and integrating children's services. Research facilities, computer support, conferencing, and clerical assistance are provided through the Centre. Post-doctoral fellows and graduate students participate in all aspects of Centre activities. Bimonthly "work in progress" seminars provide members with opportunities to share findings and receive critical feedback. A prospectus describing the priorities, research, and publications of the Centre is available upon request.

Modern Language Centre

Head: Alister Cumming
Department: CTL
Location: 252 Bloor Street West, Room 10-238
Telephone: 416-923-6641 ext. 2538
Website: www.oise.utoronto.ca/MLC

The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, immigrant settlement and heritage and Aboriginal language issues. The Centre's resource collection on second-language pedagogy, theory and research is located on the main floor of the OISE/UT Education Commons.

Transformative Learning Centre (TLC)

Head: Edmund O'Sullivan
Department: AECDCP
Location: 252 Bloor Street West, Room 7-181
Telephone: 416-923-6641 Ext. 2592
E-mail: eosullivan@oise.utoronto.ca
Website: www.tlcentre.org

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. It looks at ways of combining inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. Transformative learning "is a process of learning, whether formal, non-formal or informal which begins with the daily lived experiences of women and men living in communities. Transformative learning relates personal and structural perspectives and seeks understanding of relationships of power and knowledge. Learning implies dynamic, lifelong processes of discovering and re-discovering what we know about nature, and how we teach and learn form one another within our different environments". (Hall and Sullivan, 1994)

Objectives:

1) to strengthen the theory and practice of transformative learning in the fields of Adult Education and Environmental Learning
2) to foster joint community-university partnerships in adult education research and field development
3) to support preservice and graduate instruction in Environmental Adult and Community Education
4) to provide a means for faculty and student participation in specific national and international policy networks requiring membership from a joint community-university base
5) to provide opportunities for student research and involvement in community-based settings both locally and internationally

Field Development Activities

The purpose of OISE/UT's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE/UT's Office of Research and Field Activities administers seven regional Field Centres. Two of the centres (Ottawa and Sudbury) provide services for francophone clients.

Because of their geographical location and their close association with the schools in their region, the Field Centres provide the main focus of OISE/UT's field development effort. However, OISE/UT as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance education and off-campus courses, and to research and development through local research projects.

The activities of the Field Centres are determined collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than one or two people. There are consequently constraints on the assistance which the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

Field Centres

The following is a list of the seven Field Centres located throughout Ontario. The departments listed with each centre currently offer off-campus courses in that region. For more information on OISE/UT courses, both off- and on-campus, contact the centre in your area.

Wayne Seller, Head, Field Division and Coordinator,
Technology-Mediated and Off-Campus Programs
Thunder Bay Northwestern Centre
Telephone: 807-475-8110
Fax: 807-475-8149
Email: wseller@oise.utoronto.ca
Website: www.oise.utoronto.ca/field-centres

Centre de recherches en éducation du Nouvel-Ontario (CRENO)

1311 Gemmell Street, Room 213
Sudbury, Ontario P3A 1G3

Directeur: Denis Haché
Coordonnatrice: Liette Chaloux
Téléhone: 705-560-5740
Télécopieur:705-560-3130

Le CRENO dispense ses services aux éducateurs et éducatrices de langue française du Nord de l'Ontario. Ces services comprennent des cours en sciences de l'éducation aux cycles supérieurs offerts en français, ainsi que des engagements dans des domaines de recherches qui reflètent les besoins du milieu scolaire. Les secteurs de la formation et du développement professionnel, de la planification stratégique, de la qualité en éducation, de l'éducation à distance, de l'amélioration scolaire, de l'éducation en milieu minoritaire, de la vitalité ethnolinguistique et d'animation culturelle figurent parmi les activités prioritaires du centre.

Midnorthern/Northeastern Centre

Sudbury Office
1311 Gemmell Street, Room 212
Sudbury, Ontario P3A 1G3

Acting Head: Denis Haché
Contact: Linda Chappell
Telephone: 705-674-8442
Fax: 705-525-0078

Located in Sudbury, the Midnorthern Native Focus Centre works in close cooperation and collaboration with other centres comprising the Field Division; The Indigenous Education Network (IEN); the Department of Adult Education, Community Development and Counselling Psychology (AECDCP); school boards; First Nations and other Aboriginal organizations. The faculty and research personnel take an integrated approach to graduate studies, research, and field development using the perspectives, concepts, ideas, and methods of classical sociology, the new sociology of education and Native world views. These guide a range of large-scale and small-scale projects relating to equity, relevance and excellence in education pertaining to Native children, youth and adults. Most graduate course offerings are in Sociology and Equity Studies in Education focussing on Native education issues. Centre faculty supervise master's research projects, Qualifying Research Papers, and both master's and doctoral theses.

Midnorthern/Northeastern Centre

North Bay Office
c/o Canadore College, Box 5001
North Bay, Ontario P1B 8K9

Head: Bruce Cassie
Contact: Cathy McGuinty
Telephone: 705-474-7600 ext. 5677
Fax: 705-472-7169
E-mail: mcguintc@canadorec.on.ca

The North Bay office offers expertise in staff development, system-wide evaluation, interdisciplinary approaches to curriculum development and implementation, business/industry/education linkages, leadership/management issues, career decision making, student problem solving, and site-based management. A special focus, in collaboration with the Sudbury office, is the establishing of links with the region's First Nations leaders. The North Bay office also works closely with the Northern Centre for Instructional Leadership (NCIL) in the areas of planned educational change and leadership, with the office providing research in initial and inservice teacher education, fieldwork, and consultation. Where demand exists, faculty teach off-campus courses in their area of specialization.

Midwestern Centre

51 Ardelt Avenue
Kitchener, Ontario N2C 2R5

Head: Lynne Hannay
Contact: Michelle Rank
Telephone: 519-579-0780
Fax: 519-579-8370

Over the past six years, the Centre has been analyzing changing roles of secondary school staff resulting from restructuring. Ongoing investigation of the role of department heads has contributed significant findings to both researchers and practitioners. The Centre has also been involved in facilitating action research through professional development programs based in individual boards and through graduate education.

Northwestern Centre

c/o Green Acres R.P. O., Box 20027
Thunder Bay, Ontario P7E 6P2

Head: Wayne Seller
Contact: Margaret Gerry
Telephone: 807-475-8110
Fax: 807-475-8149

The Northwestern Centre focuses on assisting schools and school systems in understanding, planning and implementing change. By conducting research and field development projects with local practitioners, Centre faculty help to ensure that initiatives such as site based management, school councils, and new curriculum policy and programs are implemented in a manner consistent with the context and culture of the local jurisdictions. Through its partnerships with the Northern School Resource Alliance and to local school districts, the Centre's work in professional development focuses on the development of leadership at the school and district levels. Centre faculty teach Curriculum courses via distance education, particularly through computer conferencing.

Centre régional d'Ottawa

60, prom. Tiverton
Nepean, Ontario K2E 6L8

Directrice: Marie-Josée Berger
Coordonnatrice: Diane Villeneuve
Téléphone: 613-224-0561
Télécopieur: 613-228-7074

Le Centre régional d'Ottawa offre des services aux conseils scolaires de la région de l'est de l'Ontario. Ces services comportent principalement des ateliers, des consultations, des projets de recherche menés conjointement avec les conseils scolaires dans le champ des stratégies d'évaluation des apprentissages, l'examen de programmes pédagogiques, les schèmes d'expérimentation et l'analyse de données. Parmi les sujets traités, on compte entre autres les pratiques d'évaluation en salle de classe, et l'évolution des habiletés de productions écrites. Le Centre offre des cours de qualification additionnelle en lecture.

Ottawa Valley Centre

60 Tiverton Drive
Nepean, Ontario K2E 6L8

Head: Marie-Josée Berger
Contact: Diane Villeneuve
Telephone: 613-224-0561
Fax: 613-228-7074

The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west as the Kingston area. Activities include workshops, consultation, and joint research projects with school boards in the areas of learning assessment strategies, program reviews, and research design and data analysis. Topics of interest include alternative learning assessment strategies in the classroom, and stages of writing maturation. The Centre also offers Additional Qualification courses in Reading.

Southern Centre

OISE/UT, 252 Bloor Street West, Room 10-120
Toronto, Ontario M5S 1V6

Head: Jack Miller
Contact: Constance Lien
Telephone: 416-923-6641 ext. 2717
Fax: 416-926-4744

The Southern Centre's work is primarily in three areas: the holistic curriculum, staff development, and curriculum and school change. The Centre is involved in both off-campus and on-campus research, teaching, and projects in these areas.

Trent Valley Centre

P.O. Box 719
Peterborough, Ontario K9J 7A1

Head: John Ross
Contact: Carolyn Brioux
Telephone: 705-742-8827
Fax: 705-742-5104

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' ability to learn from peers, student assessment, professional development programs for teachers and others, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs in Curriculum, Teaching, and Learning with a special interest in programs designed in collaboration with school systems to improve school practice. The Centre also offers several Additional Qualification courses each year.

Fees

To be officially registered, tuition fees must be paid. Fees are subject to change by the Governing Council of the University of Toronto.

Academic Fees Structure

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Fall and Winter Sessions also covers the Summer Session immediately following, except for part-time Special Students and for certain degree students.

All academic programs specify a minimum period of registration defined as the shortest length of time a student must be registered in that program, on a full-time basis, in order to qualify for the degree. For master's degree students, the minimum period of registration is stated on the student's Offer of Admission. This period establishes the minimum degree fee which must be paid before graduation.

Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first) must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other requirements have been completed.

Master's candidates must, in the session in which they complete degree requirements, pay additional fees if necessary such that in total their fees equal the minimum degree fees applicable.

NOTE: If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be entitled to/issued any refund of those fees.

Degree Fees

The length of the program into which students are admitted predetermines the minimum total Academic Fee that they must pay prior to graduation; this fee is called the "Degree Fee".

At the time of graduation, the cumulative program fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference. This additional fee is most commonly charged to part-time degree students who take a heavy course load during the Fall and Winter Sessions and/or who take courses in the Summer Session. The additional fee is also most commonly charged to full-time students who accelerate their programs and finish the degree requirements in less time than the normal program length.

Calculation of Fees

At the time of publication of this ***Bulletin*** the fees schedule for 2002/03 is not available. In the 2001/02 academic year, the **one-year full-time** Academic Fee was as follows:

Canadian Citizens and Permanent Residents

M.A. & Ph.D.	$4,936
M.Ed., M.A.(T.) & M.T.	$6,110
M.A. (Child Study and Education)	$6,110
Ed.D.	$5,772

International Students (excluding the M.T. and the Child Study and Education program)

M.A. & Ph.D.	$ 8,736
M.Ed., M.A.(T.)	$12,530
Ed.D.	$12,446

NOTE: In addition to Academic Fees, students are also required to pay Incidental Fees.

For planning purposes, the calculation of fees applicable to each program is as follows:

M.Ed. Degree Candidates

The minimum program fee is 1.5 times the one-year full-time Academic Fee and is assessed for the academic year in which the program is begun.

NOTE: Fees for students beginning their program in the Summer Session are based on the fees for the Fall/Winter Session immediately following that summer.

M.A., M.A.(T.) and M.T. Degree Candidates

- **a six or eight half-course program**
  the minimum program fee is equivalent to the one-year full-time Academic Fee.
- **a ten half-course program**
  the minimum program fee is equivalent to 1.5 times the one-year full-time Academic Fee.
- **a twelve to sixteen half-course program**
  the minimum program fee is equivalent to 2 times the one-year full-time Academic Fee.

Ed.D. Degree Candidates

Fees will be assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

Ph.D. Degree Candidates

The full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

Summer Students

Students beginning their degree program in the summer pay the Summer Session fee. This fee will be in addition to the Fall and Winter Session fees charged in September.

NOTE: Students in the following programs of study who are fulfilling the minimum period of full-time study during the Summer Session (May - August) will be assessed fees equal to half of the one-year full-time fee.

- The **Administrator Doctoral Cohort specialization** in the Educational Administration Program
- The **Ed.D. in Higher Education specialization** in the Higher Education Program
- The **Ed.D. for Community College Leaders** in the Higher Education Program

Special Students

Full-time Special Students pay annually the one-year full-time Academic Fee plus Incidental Fees.

Part-time Special Students pay the Academic Fee for each half-course, plus Incidental Fees. In the 2001/02 academic year the Academic Fee for a half-course was $916.50 (International Students, $1,879.50).

International Student Fees

In accordance with the recommendations of the Ontario government, students who are not Canadian Citizens or Permanent Residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed information on status contact Canadian Immigration authorities.)

All prospective International Students will be required to have a student authorization from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $14,000 and $17,000 plus tuition fees for a minimum total of approximately $30,000.)

The University Health Insurance Plan (UHIP) is a compulsory non-Academic Fee for international students. In 2001/02 the cost for twelve months was $702.78 for a single student, $1,405.56 for a family of two, and $2,224.53 for a family of three or more.

Further information is available from:

The UHIP Office
Telephone: 416-978-0290
Website: www.uhip.mercer.ca

Late Payment Fees

A late payment fee of $44 plus $5 for each day of delay will be assessed against any student enrolled in Fall and Winter Session courses but whose fees are not received at the Office of Student Accounts by the dates to be announced in the registration material which will be sent to students.

Minimum Payment

The minimum payment of fees (for other than those registering for only one session) consists of 60% of the Academic Fee and 100% of Incidental Fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees is due without further notice and is subject to a service charge.

Refund of Fees

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Fall and Winter Sessions. In the 2001/02 academic year the minimum charge was $164.

Service Charges

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on October 15. In the 2001/02 academic year the service charge was 1.5% per month, compounded.

Fees/Convocation

Degree requirements for all students must be completed and fees must be paid before the appropriate dates for eligibility to convocate. Transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc., (see Outstanding Fees and Other University Obligations, below). At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must apply to graduate by submitting an **Application to Graduate card** (see page 20, section f).

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts and unreturned or damaged instruments, materials, and equipment):

- Statements of results and/or official transcripts of record will not be issued.
- Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees. Thus, registration may be refused to a continuing or returning student.

Financial Support

Notices pertaining to awards, other than those listed here, are posted outside the OISE/UT Registrar's Office, Graduate Studies, 4th floor. In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 40 St. George Street.

Unless stated otherwise, all values listed in this section relate to the 2001/02 academic year. Applicants should be aware that the value of an OISE/UT scholarship or graduate assistantship is not sufficient to cover tuition and living expenses.

OISE/UT Graduate Assistantships

To support programs of full-time graduate study, OISE/UT offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are a form of remuneration and financial assistance for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE/UT is committed to principles of equity in employment and particularly encourages applications from women, Aboriginal persons, racial minorities, and persons with disabilities.

Graduate Assistants at OISE/UT are represented by:
Canadian Union of Public Employees, Local 3907 252
Bloor Street West, Room 8-104
Telephone: 416-926-4728

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree program are eligible to apply.

Current students continuing in the same degree program should refer to the information on the application form regarding eligibility requirements. From September 2001 to April 2002, a Graduate Assistantship has a value of $9180 (plus 4% vacation pay). The value of the assistantship is determined each year.

It is important to note that an OISE/UT Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student, who should be in a financial position to fulfill this obligation at the beginning of the academic year.

For application forms, write to:

OISE/UT Registrar's Office
Graduate Studies, Financial Support
252 Bloor Street West, 4th floor, Room 4-485
Toronto, Ontario M5S 1V6

Completed applications must be received in the Registrar's Office by December 2, 2002.

Departmental Graduate Student Financial Support

Departments may award financial support to students for the first year of full-time M.A. study (not including the M.A.(T)., the M.T. or M.A. (ICS)) or within the first four years of study in a Ph.D. program. Accepted applicants to full-time M.A. programs, accepted applicants to Ph.D. programs and registered Ph.D. students are eligible to be considered for departmental support from their departments. Departmental support is held by M.A. students for one year only; support to registered Ph.D. students is renewable up to and including year 4, subject to satisfactory performance.

In order to qualify for departmental support, current OISE/UT students who are applying to or already registered in the Ph.D. program must document that they have applied for at least one of the OGS or SSHRC scholarships (unless they are ineligible for both awards). This condition must be met both to receive initial departmental support and to have departmental support renewed in the case of Ph.D. students.

NOTE: students are responsible for consulting with OISE/UT Student Services (Room 5-105) about their eligibility for OGS and SSHRC scholarships.

Applicants who are not currently in OISE/UT programs are strongly encouraged to apply for OGS and SSHRC scholarships (as eligible) simultaneously with their applications.

Departmental support can range up to $17,600 ($21,600 for International Students). It may be awarded on a stand-alone basis or in packages which combine departmental support with other University of Toronto support and external awards. However, the maximum value of a package which includes any departmental support is $17,600 ($21,600 for International Students). Departmental support will not be made to students with university and/or external awards exceeding $17,600 ($21,600 for International Students) in total. Students with departmental support who subsequently receive additional university support and/or external awards will have their departmental support reduced dollar for dollar for any excess of $17,600 ($21,600 for International Students). This applies to all scholarships and other awards, and to any employment income derived from the University of Toronto. It does not apply to OSAP, UTAPS, or the OISE/UT Transitional General Bursary (provided the departmental support was included in the assessment of need), or to income from employment outside the University of Toronto.

OISE/UT Scholarship for Aboriginal Students

The scholarship, with a value of $12,000, will be awarded annually to an Aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE/UT. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or

Métis) who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program.

Application forms are available from:

OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Applications must be received by December 2. Payment of fees is the responsibility of the scholarship holder.

Margaret I. Hambly Memorial Fund

The Ontario Institute for Studies in Education (now OISE/UT) established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. The fellowship has a value equivalent to the annual income to a maximum of $800. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need. A statement pertaining to past contribution to education must accompany the application.

Application forms are available from:

OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Applications must be received by December 2 and include an outline of the applicant's financial position (as well as all supporting documentation for application for admission).

Wilfred Rusk Wees Fellowship

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value equivalent to the annual income to a maximum of $1,500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2,500-word essay on the thesis. The thesis is available from both the OISE/UT Education Commons and the U. of T. Robarts Library.

The essay must be submitted by December 31 to:
Margaret Brennan
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

In keeping with OISE/UT's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

Application forms are available from:

OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Applications must be received by December 2 and include an outline of the applicant's financial position (as well as all supporting documentation for application for admission).

Christopher Parker Memorial Fund

The fund was established through a foundation at the Ontario Institute for Studies in Education (now OISE/UT) to provide a one-time grant to support full-time graduate students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments. Applications will be considered as they are received.

Application forms are available from:

Margaret Brennan
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989. Two bursaries of $500 each will be awarded to students in the Child Study and Education program who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Margaret Kidd Award

The fund is designed to provide small grants (normally less than $100) to assist students in the Child Study and Education program in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area.

Applications for grants are accepted in one Fall and one Winter competition. The competition is administered by the I.C.S. Leighton McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community. Preference is given to students in the second year of the Master of Arts in Child Study and Education program. Interested students should submit a one page proposal by October 15 or February 15 depending on the session in which they plan to attend a conference. The proposal should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Leighton McCarthy Memorial Scholarship Fund

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the university. This residence is now the home of the Institute of Child Study. $500 is awarded annually to one or two second-year students in the Master of Arts in Child Study and Education program. Selection is made by the Leighton McCarthy Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

Robert Seth Kingsley Graduate Student Fellowships

Established in 1998 in memory of Robert Seth Kingsley who was a student in the Laboratory School. A minimum of $500 is to be awarded to one or two students in the Master of Arts in Child Study and Education program or the Master of Arts/Master of Education in Human Development and Education program (with concentration in Special Education and Adaptive Instruction). Awards will be made to students who have completed one or more years of study, on the basis of financial need as well as potential for excellence and leadership in special education, demonstrated by an ability to work with special needs children and to integrate scholarship and practice. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Keith A. McLeod Scholarship

Keith A. McLeod, a professor of education at the University of Toronto for over 25 years, established a scholarship with an award or awards to total $1500 per year. The purpose of the award(s) is to give support to students in graduate studies in education at the University of Toronto (OISE/UT). Specifically, the support is for assisting graduate students in education who are:

- Focussing their study on culturally oriented community organizations and their educational endeavours, or who are studying the educational roles of libraries, museums, galleries, conservatories, or voluntary associations.

- Studying the cultural context of a school community or educational communities; examining how schools, museums, libraries and/or similar community institutions or programs reflect or provide for ethnocultural diversity or multiculturalism, antiracism, human rights, and equity, or Canadian culture.

Adjudication of the applications will be based upon how well the above criteria are reflected in the proposal and on the following: clarity of the intent and focus; coherence of the proposal; relevance and applicability; originality and creativity; contribution to the state of knowledge and practice; evidence of theoretical content and analysis; and feasibility.

Application forms are available from OISE/UT Student Services, 5th floor. Applicants should submit an application form, a proposal, and at least one letter of reference to the Student Services Office, OISE/UT by March 15.

Ontario Graduate Scholarship Program

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $5,000 per session. Awards will be for two or three consecutive sessions. Awards are intended primarily for Canadian citizens and permanent residents. Preference is given to Ontario residents.

Application forms are available as follows:

a) For students currently enrolled in a graduate program:
<osap.gov.ca/NOT_SECURE/ogs.htm>
The deadline, usually late October for the following academic year, will be announced by the home department in the fall.

b) For prospective full-time graduate students:
Ontario Graduate Scholarship Program
Student Support Branch
Ministry of Training, Colleges and Universities
189 Red River Road, 4th floor
P.O. Box 4500, Station P
Thunder Bay, Ontario P7B 6G9
<osap.gov.ca/NOT_SECURE/ogs.htm>
The deadline for submitting applications for the following academic year is set by the Ministry of Training, Colleges and Universities.

Social Sciences and Humanities Research Council of Canadian Doctoral Fellowships

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which had a value of $17,700 in 2001/02.

Application forms are available as follows:

a) For students currently enrolled in a graduate program: **<www.sshrc.ca>**. The deadline, usually mid-October for the following academic year, will be announced by the home department in the fall.

b) For prospective full-time students: **www.sshrc.ca.**

Applications must be postmarked November 15 for the following academic year.

Ontario English Catholic Teachers' Association Scholarships and Fellowships - $7,000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study up to amount of $10,000 each. It also offers three fellowships for Religious Studies in the amount of $10,000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from:

Michael Haugh
Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8

Applications must be submitted by April 1.

The William Pakenham Fellowships:

Two Awards - $5,000 Each

Recipients of these awards must pursue full-time study in education in the Fall and Winter Sessions in which they hold the award at the University of Toronto, or at some other university approved by OISE/UT. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from:

OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Completed applications must be received by March 15.

Ontario Secondary School Teachers' Federation (OSSTF) - Scholarships and Awards

These awards, totalling $26,900 include the Brick Robb Memorial Scholarships for Educational Research, the Dr. S.G.B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Fellowship, the J.W. Ansley Memorial Award for Educational Research, the OSSTF Educational Enhancement Scholarship (for first undergraduate degree or diploma). All awards are granted only to current OSSTF members in good standing.

Further details and application forms are available from:

Scholarship Committee
Ontario Secondary School Teachers' Federation
60 Mobile Drive
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

General Bursary Fund

Student Services has bursary funding for students in financial need. Students are expected to apply for OSAP first. Those in exceptional circumstances, or who are ineligible for assistance from OSAP, will be considered on a case-by-case basis. Bursary applications are considered monthly and are presented to the bursary committee anonymously (the committee is privy to the expenses and resources on your application, but not your name). Applicants will be contacted for an interview to discuss their applications. Applications are available in Student Services, 5th Floor, once classes have begun.

Emergency Student Loans

Full-time students in need of financial assistance may apply for an OISE/UT Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and that they have the ability to repay the loan in a timely manner.

Further information is available from:

OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

NOTE: Part-time students should apply to the OISE/UT Graduate Alumni Association Emergency Fund.

For information and application forms, contact:

John Davis
Department of Theory & Policy Studies in Education.
Telephone: 416-923-6641 ext. 2757
Fax: 416-926-4741
E-mail: jdavis@oise.utoronto.ca

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. Information on all major student services and facilities is provided in the handbook, ***Getting There***. which is given to all students at registration. It describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsperson, and the services of the Graduate Students' Union.

OISE/UT Services and Facilities

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Users will have access to:

- ✦ a specialized collection in the field of education including:
  - • extensive reference materials
  - • over two thousand journal titles
  - • complete microfiche holdings of the ERIC and ONTERIS document series.
  - • materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - • Ministry of Training, Colleges and Universities documents
  - • school board curriculum materials, textbooks and content resources used in Ontario schools
  - • a representative collection of children's literature
  - • a varied and extensive collection of computer software, video-tapes, films, slides, kits, cassettes and other materials
  - • specialized collections of modern language, Franco-Ontarienne and women's materials
  - • many electronic sources, including CD-ROMs, online databases and electronic full-text journals.
- ✦ a collection of over 8 million items located in the numerous libraries of the University of Toronto Library System
- ✦ a wide range of Internet resources including remote library catalogues
- ✦ reference assistance in accessing information for their courses, research or practice teaching assignments
- ✦ comprehensive instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- ✦ a variety of computers which support standard productivity tools, specialized research software, and teaching/learning resources
- ✦ face-to-face and mediated learning opportunities, and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- ✦ a variety of multimedia production and viewing resources, including support for telecommunications, interactive video and computer graphics
- ✦ learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, e-mail and the World Wide Web
- ✦ other university resources to meet their information and technological needs.

More information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the main site of the Education Commons at 252 Bloor Street West, or at any of its other sites throughout OISE/UT.

Location: 252 Bloor Street West, 3rd Floor
Hours: Contact the following areas
Telephones:
- ✦ Education Commons Reception
  416-923-6641 ext. 2763
- ✦ Information Resources and Services
  Circulation Desk: 416-926-4719
  Reference Desk: 416-926-4718

Website: www.oise.utoronto.ca/ec

Graduate Students Association

The Graduate Students' Association (GSA) of OISE/UT is the official graduate student government at OISE/UT and is affiliated with the Graduate Students' Union of the university. All OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE/UT.

Location: 252 Bloor Street West, Room 8-105
Telephone: 416-923-6641 ext. 4724
E-mail: gsa@oise.utoronto.ca

Indigenous Education Network (IEN)

The IEN is a self determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE/UT; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Location: Room 7-191, 252 Bloor Street West
Telephone: 416-923-6641 ext. 2286
E-mail: ien@oise.utoronto.ca
Website: www.oise.utoronto.ca/other/ien/ienpage.html

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students' Association (ISA)

OISE/UT's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE\UT. It helps international students become inextricably woven into the fabric of the OISE\UT community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: 416-926-4733
E-mail: isa@oise.utoronto.ca

Kidspace Inc. Daycare

Kidspace Inc. Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, 1st Floor
Telephone: 416-926-4702.
Fax: 416-926-4725
E-mail: rrakoff@oise.utoronto.ca

OISE/UT Alumni Association

The OISE/UT Alumni Association is located in the Development and Alumni Affairs Office.

Contact: Office of Development and Alumni Affairs
Location: 252 Bloor Street West, Room 12-101
Telephone: 416-923-6641 ext. 2234

Research Consulting Service

The Department of Curriculum, Teaching and Learning provides a free consulting service to OISE/UT students and staff involved in research projects. Consultation topics may include research methodology, questionnaire design, data processing, graphics, qualitative analysis techniques, statistical procedures, software use, results writeup, etc. Short non-credit workshops are offered on research-related software: data entry, SPSS, and qualitative software packages. Appointments must booked in advance by calling the number above, while drop-in advice is available daily in the Education Commons lab #6 between 3:00 and 4:00 p.m. weekdays.

Head: Susan Elgie
Location: 252 Bloor Street West, Room 11-250
Hours: Drop-in advice - 3:00 to 4:00 p.m.
Monday to Friday in lab #6, Room 3-320
Telephone: 416-923-6641 ext. 2601
E-mail: resconsult@oise.utoronto.ca

Student Services Office (OISE/UT)

The Student Services Office provides individual student counselling on financial matters, loans and bursaries. The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE/UT. Special services to students with a disability are coordinated through this office.

Academic Director: Tara Goldstein
Manager: Allan Shatzky
Location: 252 Bloor Street West, Room 5-103
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: fcis.oise.utoronto.ca/~stuserv

University-wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House, located in the Borden Building North at 563 Spadina Avenue, houses the Office of Aboriginal Student Services and Programs (OASSP), founded in 1992, and the Native Students Association. The House provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House.

First Nations House provides a home for Aboriginal people on campus, a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Contact: The Office of Aboriginal Student Services and Programs
Location: First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone: 416-978-8227
Fax: 416-978-1893

Accommodation and Cost of Living

The following figures represent the minimum costs for a single student living in Toronto for twelve months in 2002/03, excluding tuition:

Accommodation	$7,000
Food	$3,800
Clothing	$650
Books	$750
Health insurance (UHIP) (international students)	$703
Dental Insurance	$130
Local transportation	$675
Miscellaneous:	$ 3,500
TOTAL	$17,208

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing as well as other information a student might need to assist in locating and arranging suitable student housing.

The Student Housing Service provides brochures on the legal rights and responsibilities of landlords and tenants, city and campus maps, transit information, as well as lists of temporary housing, independent residences and childcare facilities near campus, moving companies, and food services.

✦On-Campus Housing

Residences for single, graduate and undergraduate students are located on all three campuses of the University. You should contact the residence directly to inquire about application.

The following residences provide accommodation for graduate students.

Massey College
4 Devonshire Place
Toronto, Ontario M5S 2E1
Telephone: 416-978-2891
Women and men; traditional residence with compulsory meal plan. Acceptance by election. Application deadline is May 1.

Graduate House
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: www.sgs.utoronto.ca/residencegradtwo
Graduate/second entry students only, co-ed, apartment-style with kitchens.

✦Family Housing

The St. George campus has two high-rise buildings that provide unfurnished apartments to full-time University of Toronto students with families.

✦Off-Campus Housing

The Student Housing Service maintains a registry of housing ads for students which are posted daily. You should begin your search about three weeks prior to your intended date of occupancy. Landlords rarely advertise more than two months prior to the occupancy date. Usually it should take no more that two weeks to find suitable accommodation.

NOTE: Since off-campus accommodation is not inspected, the quality cannot be estimated or guaranteed. Therefore it is very important for students to meet with the landlord and inspect the premises before entering any agreement.

Students needing more information regarding their student housing options should contact the Student Housing Service at:

- **St. George Campus**
  Location: Koffler Student Services Centre, 2nd floor
  214 College Street
  Toronto, Ontario M5T 2Z9
  Telephone: 416-978-8045
  Fax: 416-978-1616
  E-mail: housing.service@utoronto.ca
  Website: www.library.utoronto.ca/housing_service
- **Erindale Campus:** 905-828-5286
- **Scarborough Campus:** 416-287-7365

Career Centre

The Career Centre has developed the following services to meet the career planning and employment needs of the graduate student population: graduate dossier service, career counselling, career development and employment, search seminars, industry talks, employer and alumni panels and presentations, recent graduate employment service, career and employment information, Resume Clinic and mock interviews.

Location: Koffler Student Services Centre
214 College Street, Toronto, Ontario M5T 2Z9
Telephone: 416-978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 581 Spadina Avenue
Telephone: 416-978-1485
Fax: 416-978-1099
Website: www.campuslife.utoronto.ca/services/police.html

Accessibility Services for Students

The mandate of Accessibility Services is to facilitate the inclusion of students with disabilities and chronic health conditions into university life. Students first meet with an intake counsellor to discuss their individual needs. Where appropriate and for those eligible, students may then be referred to one of the professionals on staff, such as the Adaptive Equipment Consultant, Learning Disability Specialist, Psychologist or Occupational Therapist to establish strategies and determine accommodations for academic success. All discussions are confidential and information is disclosed only with permission of the student.

Location: Robarts Library
130 St. George Street
Toronto, Ontario M5S 1A5
Telephone: 416-978-8060, (Voice)
T.D.D.: 416-978-1902
Fax: 416-978-8246
E-mail: accessibility.services@utoronto.ca
Website: http://disability.sa.utoronto.ca

Family Care Advisor

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most appropriate on or off campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: 214 College Street
Telephone: 416-978-0951
Fax: 416-946-5466
E-mail: family.care@utoronto.ca
Website: www.library.utoronto.ca/familycare

Hart House

All OISE/UT students are automatically members of Hart House. Come in and enjoy a wide variety of social, cultural and athletics programs - indoor track, swimming pool, Nautilus circuit, fitness and instructional classes, remarkable art gallery, fantastic music and free concerts, great debates and 30+ clubs and committees from bridge to yoga. All in one magnificent building that is open to welcome you 365 days a year. Travel to Hart House Farm in the Caledon Hills. Enjoy fresh food in the Arbor Room, an excellent lunch or Sunday brunch in the Gallery Grill, book an event or meeting (the catering service is unsurpassed), or simply find a quiet place to read or relax. Make Hart House your 'home away from home'.

Telephone: 416-978-2452
Website: www.utoronto.ca/harthouse

Health Services

Medical and psychiatric services are available at the University Health Services, Koffler Student Services Centre, 214 College Street. The Medical Clinic also offers its services to spouses or partners. Sports injury services are under the auspices of the Department of Athletics and Recreation.

All students need health insurance coverage - for example, OHIP, other provincial plans, CIDA, Commonwealth, UHIP, or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. The University Health Insurance Plan **(UHIP)** is compulsory for international students. Please contact the International Student Centre (see below) for UHIP information.

Location: Koffler Student Services Centre
214 College Street
Telephone:

- Medical Clinic, 416-978-8030
- Psychiatric Division, 416-978-8070
- Sports Injury, 416-978-7376

E-mail: health.services@utoronto.ca
Website: www.utoronto.ca/health

International Student Centre (ISC)

All members of the university are invited to use the facilities and services of the Centre and take part in ISC programs. Services include: counselling and assistance with problems arising from cultural differences, information about work or study opportunities abroad and English conversation classes. Services especially for international students include a reception service and orientation events for newcomers and ongoing assistance with a variety of non-academic concerns (e.g. immigration, health insurance **[UHIP]**, tax). ISC also organizes socio-cultural activities such as trips, cultural evenings, international days, career and scholarship information sessions, etc.

Location: 33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: 416-978-5646
E-mail: isc.information@utoronto.ca
Website: www.library.utoronto.ca/www/isc/

International Student Exchange Office

Students from all faculties and departments are encouraged to participate in the international and Canadian exchanges offered through the International Student Exchange Office.

International exchanges include universities in the following countries:

Australia, Barbados, China, Estonia, France, Germany, Israel, Italy, Jamaica, Japan, Korea, New Zealand, Singapore, Sweden, Taiwan, Trinidad, and the United Kingdom.

Canadian exchanges include; McGill University, McMaster University, Queen's University, Université Laval, Université de Montreal, University of Alberta, University of British Columbia, University of Waterloo, and the University of Western Ontario.

All students accepted into CANEX, the Canadian exchange program, are eligible to apply for the CANEX Bursary. All students accepted into an international exchange program are eligible to apply for the International Student Exchange Bursary. Additional awards are available for some exchanges. For more information and application forms, contact:

Location: Koffler Student Services Centre, Room 202
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-946-3138
Fax: 416-978-6110
E-mail: student.exchange@utoronto.ca
Website: www.utoronto.ca/student.exchange/

Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Officer

The University of Toronto is committed to providing equality and opportunities for all, by providing a safe, welcoming, working and learning environment that is free of discrimination and harassment against lesbians, gays, bisexuals, transgendered and queer people. All students, employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered by the University with the same freedom as heterosexuals.

Location: 214 College Street, Room 307
Telephone: 416-946-5624
Fax: 416-971-2037
E-mail: lgbtq.resources@utoronto.ca
Website: lgbtq.resources/utoronto.ca

Race Relations and Anti-Racism Initiatives Office

Established as a permanent office in January 1993, the Race Relations and Anti-Racism Initiatives Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 45 Wilcox Street
Telephone: 416-978-1259
Fax: 416-978-1081
Website: www.library.utoronto.ca/www/equity/rrr.htm

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which crates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. The policy covers complaints of harassment based on sex or sexual orientation, sets out a formal resolution procedure and provides for mediation, counselling and public education. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 40 Sussex Avenue, 3rd floor
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.library.utoronto.ca/www/equity/sxh.htm

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

The Status of Women Office produces an electronic newsletter (Women on the Wire - WOW) with information on events and brief articles on issues and topics of interest. WOW can be accessed through the website of the Status of Women Office, the Equity Issues Advisory Group or the University of Toronto.

Location: Office of the President, Simcoe Hall
Telephone: 416-978-2196
Fax: 416-971-2295
E-mail: status.women@utoronto.ca
Website: www.library.utoronto.ca/wow/
OR
www.library.utoronto.ca/www/equity/stw.htm

Policies and Regulations

NOTE: Students should consult the 2002/03 ***School of Graduate Studies Calendar*** when it becomes available, or visit the website **<www.sgs.utoronto.ca>** for full details on the following policies and for additional Policies and Regulations governing graduate studies at the University of Toronto, e.g.:

- Research Ethics
- Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- Code of Student Conduct
- Intellectual Property

Grading Practices

The OISE/UT Graduate Studies Grading Practices falls within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and has the following features:

A. Evaluation Procedures

1) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

2) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

3) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

4) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

5) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

6) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE/UT department, the student may make an appeal through the Associate Dean of Division II of the School of Graduate Studies (see Student Appeals on the following page).

Any student whose work is judged to be unsatisfactory by OISE/UT may be required to withdraw at any time.

B. Conditions for Final Standing

1) The grading system has a primary classification of **A, B,** and **FZ**, which have the following meanings:
   - **A**: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
   - **B**: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
   - **FZ:** glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

2) The instructor is asked to make secondary distinctions within the first two classes, **A** and **B**, by using **+** and **-** to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A-; B+, B, B-; or FZ.

3) A small number of graduate courses, graded as Credit/No Credit (CR or NCR) are offered at OISE/UT. Such courses must have the prior approval of OISE/UT and the School of Graduate Studies before they can be offered in this manner.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts. All grade revisions must be submitted to the School of Graduate Studies according to these revised grading procedures.

INC-Incomplete: May be assigned by the Associate Dean when a grade has not been submitted to the School of Graduate Studies by the appropriate deadline. It may also be assigned by a graduate unit review committee on the basis of incomplete course work upon an instructor's recommendation in special circumstances (e.g., medical reasons or when there are no grounds for assigning a failing grade).

The instructor may replace the INC by a regular grade within eight months following the end of the session in which the course is offered. If the incomplete is not replaced by a regular grade within this period of time, the INC becomes a final report.

IPR-In Progress: Assigned by the instructor as the report for a course that is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment period. IPR carries no credit for the course and is not considered for averaging purposes.

WDR-Withdrawal without academic penalty: Assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP-Exemption: Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

NOTE: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

Student Appeals

Should a dispute arise over an academic or procedural matter, OISE/UT and the university offer students a formal appeals procedure.

The student appeals process consists of five levels:

1. The first level involves dialogue with the immediate source of the disagreement (typically the instructor).
2. If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE/UT department or unit.
3. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies.
4. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies no later than six months after the decision being appealed has been communicated in writing to the appellant. Instructions and forms for an appeal may be obtained from the Secretary of the School of Graduate Studies' Council.
5. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days of the decision from which the appeal is being taken, and the communication of that decision in writing to the appellant.

Further information on the appeals procedures is available from the OISE/UT Registrar's Office, Graduate Studies Registration Unit, or from a department chair. See also the ***School of Graduate Studies Calendar***. At any stage, students have the right to appeal to:

The Office of the Ombudsperson
University of Toronto
Fields Institute Building
222 College Street, Suite 161
Toronto, Ontario M5T 3J1
Telephone 416-978-4874

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment) See also page 173.

- ✦ Statements of results and/or official transcripts of record will not be issued.
- ✦ Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

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Please consult individual departmental sections for academic details and interests of staff - AECDCP (page 39); CTL (page 54); HDAP (page 95); SESE (page 116); TPS (page 129)

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CALENDAR 2002

January

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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February

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31						

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June

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30						

July

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August

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OISE UT

Ontario Institute for Studies in Education of the University of Toronto

Graduate Studies in Education

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2003/2004 Bulletin

Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

Graduate Studies in Education

2003/2004 Bulletin

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Important Notices

Applications/Admissions

OISE/UT cannot undertake to recommend for admission every applicant who meets the minimum admission requirements.

Changes to Fees

At time of publication, the 2003/04 fees schedule has not yet been established; the amounts quoted in the Fees section, pages 172 - 173, are from the 2002/03 schedule. The University reserves the right to alter the fees and other charges described in this *Bulletin*.

Changes in Programs of Study and/or Courses

The programs of study that our ***Bulletin*** lists and describes are available for the year(s) to which the ***Bulletin*** applies. They may not necessarily be available in later years. If the University or OISE/UT must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE/UT, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Course Deadlines, Prerequisites, Limits

Students should note the deadline for course selection (see Sessional Dates and Deadlines, pages 10 - 14). There are enrolment limits, as well as prerequisites, for certain courses, with the result that it will not always be possible for students to gain admission to the course of first choice.

NOTE: Students with conditions of admission outstanding will not be permitted to select courses.

Enrolment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs of study to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs of study, courses, or sections listed in the ***Bulletin***, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

English Language Facility

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English. Language proficiency requirements are detailed on page 28.

Full-Time/Part-Time Course Load

Six half-courses ordinarily constitute a full-time program of study in the Fall and Winter Sessions (typically three in each session). Each half-course normally meets for thirteen weeks of two and one-half hour classes per week or for twelve weeks of three-hour classes per week. A full course normally meets for two sessions. Two half-courses constitute a full-time program of study in each term of the Summer Session - May/June and July/August. Each half-course normally meets for six hours a week.

Students wishing to change their status must submit a written request to the Registrar's Office, Graduate Studies Registration Unit. **Restrictions may apply.**

Person I.D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I. D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I. D. numbers.

Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. In applying to OISE/UT, the student assumes certain responsibilities to the University and to OISE/UT and, if admitted and registered, shall be subject to all rules, regulation and policies as amended from time to time.

In addition, all graduate degree programs are subject to the academic regulations of the University of Toronto, School of Graduate Studies (SGS). Applicants and students are advised to consult the ***School of Graduate Studies Calendar*** for full details.

History and Function of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

On July 1, 1996, the Ontario Institute for Studies in Education (OISE) and the Faculty of Education (FEUT) were integrated to form a new faculty within the university called the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). The following is an historical view of each of the two integrated institutions, their previous relationship and the vision and mission of the new institution - OISE/UT.

Ontario Institute for Studies in Education (OISE)

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. OISE had also been a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offered graduate programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees through its seven academic departments. Most courses were offered on campus, but some (about 25 per year) were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the university's School of Graduate Studies (SGS); graduating students received University of Toronto degrees.

OISE conducted major research and development projects through its internal research centres, its departments, and its Field Centres located across the province. In addition to its faculty, OISE had a professional research staff to assist in carrying out its research and development mandate.

Over the thirty years since its establishment, OISE developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission. From its inception, its faculty and students undertook studies addressing educational theory, policy and practice from early childhood to adult and higher education, in local, national, and international settings (including a Francophone setting), reflecting the scholarly traditions of many disciplines. OISE had also made a significant contribution to the development of critical theory in education and to feminist studies in education. Through its Field Centres, OISE maintained an important presence throughout the province.

The Faculty of Education (FEUT), University of Toronto Schools (UTS), and the Institute of Child Study (ICS)

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools (UTS) to serve as a practice school or a laboratory school. While UTS has consistently offered an excellent academic program, its involvement in the teacher education program of the Faculty of Education has varied greatly over the years.

The Institute of Child Study (ICS) was founded in 1926 as the St. George's School of Child Study, the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres, and in 1971 it became a constituent part of the Faculty of Education.

The previously described pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education (OCE), University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years, the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education (OISE). In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968.

Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT). In 1976, ICS began offering a two-year child development-based initial teacher education program. Establishment of the Laidlaw Research Centre at ICS in 1992 further strengthened the link between research and teacher education.

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching - M.A.(T.) and M.Sc.(T.) - were approved. The unique feature of these programs has been their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T.) program in English and an M.Sc.(T.) program in Mathematics were initiated. The M.Sc.(T.) program was discontinued in 1992.

In January 1995, the Royal Commission on Learning in its final report, ***For the Love of Learning***, recommended "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsed this recommendation and called for proposals for two-year, initial teacher education pilot programs to begin in September 1995. In response to this call a program based on six key images of the effective teacher was approved by FEUT Faculty Council and the university's Academic Board. The program was in effect for the 1995-1997 period only and was available to up to 60 Elementary students and up to 60 Secondary students.

The Relationship Between OISE and FEUT

In general, OISE and FEUT each pursued their mandates and activities separately from 1965 on. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

The Establishment of OISE/UT

In February, 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field.

Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the **Ontario Institute for Studies in Education of the University of Toronto (OISE/UT),** began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys full status as a major organizational unit of the University with all the rights and responsibilities pursuant to which individual university faculties hold such status. Its departments are members of Division II (Social Sciences) of the University's School of Graduate Studies.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Dean of OISE/UT

M.G. Fullan	1996 - 2003
TBA	2003 -

OISE/UT and SGS Administrative Officers (Partial List)

School of Graduate Studies

Michael Marrus, Ph.D.
Graduate Dean

Joan Cherry, Ph.D.
Associate Dean, Division II (includes Education)

Carolyn M. Johnston, B.A.
Student Services Coordinator

Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

✦Dean's Office

TBA
Dean

Kenneth Leithwood, Ph.D.
Associate Dean, Research

Cecilia Reynolds, Ph.D.
Associate Dean, Academic Program

N. Carol Rolheiser, Ph.D.
Associate Dean, Academic Development

✦Department Chairs

Lana Stermac, Ph.D.
Adult Education and Counselling Psychology (AECP)

Dennis Thiessen, Ph.D.
Curriculum, Teaching and Learning (CTL)

Janet W. Astington, Ph.D.
Human Development and Applied Psychology (HDAP)

George J. Sefa Dei, Ph.D.
Sociology and Equity Studies in Education (SESE)

Nina Bascia, Ph.D.
Theory and Policy Studies in Education (TPS)

✦Department Associate Chairs

Jack Quarter, Ph.D.
Adult Education and Counselling Psychology (AECP)

TBA
Curriculum, Teaching and Learning (CTL)

Marc Lewis, Ph.D.
Human Development and Applied Psychology (HDAP)

Monica Heller, Ph.D.
Sociology and Equity Studies in Education (SESE)

Cecilia Morgan, Ph.D.
Theory and Policy Studies in Education (TPS)

✦Field Centre Heads

Wayne Seller, M.Ed.
Head, Field Division
Coordinator, Technology-Mediated & Off-Campus Programs, Northwestern Centre

Lynne Hannay, Ph.D.
Midwestern Centre

John A. Ross, Ph.D.
Trent Valley Centre

✦Registrar's Office

Eucline Claire Alleyne, Ed.D.
Registrar

Kim Holman, B.A.
Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration/Graduation

Susan Hall
Liaison Officer, Graduation

Heather Haslett, B.A.
Liaison Officer, Admissions

Christine Fung
Liaison Officer, (AECP and HDAP)

Linda Pereira
Lily Stone
Liaison Officers, (CTL)

Lynn Romero
Liaison Officer, (SESE and TPS)

✦Advisory Board (2002/2003)

- **Representatives of Teacher Organizations**

Susan Langley
Ontario Teachers' Federation

Gene Lewis
Elementary Teachers' Federation of Ontario

Roger Régimbal
Association des enseignantes et des enseignants franco-ontariens

Greg Pollock
Ontario English Catholic Teachers' Association

- **Representatives of Ontario School Trustee Organizations/Ontario Directors and Superintendents of Education**

Yvon Ferrand
Associate des conseillères et des scolaires des écoles publiques de l'Ontario

Beryl Ford
Ontario Public School Boards' Association

Vince Nichilo
Ontario Catholic Supervisory Officers' Association

- **Representative of Colleges of Applied Arts and Technology**

Robert Gordon
Humber College

- **Representative of the Ministry of Education**

Suzanne Herbert
Ministry of Education

- **Representative of the Ministry of Training, Colleges and Universities**

Kevin Costante
Ministry of Training, Colleges and Universities

- **Representatives of the Professional, Business and Labour Communities**

Suzanne Armstrong
Change Leadership Consultant, Deloite & Touche

Yvonne Chiu
University of Toronto (Scarborough)

The Hon. William Davis
Past Premier of Ontario

John Evans
President Emeritus, University of Toronto
Chair, Torstar and Chair, Allelix

Kenneth Lalonde
Executive Vice-President, CIBC

Monique Landry-Sabourin
P. & M. Sabourin Translation Services
Barbara Stevens-Burns
President, Stevens-Burns Consultants

James Turk
Executive Director, Canadian Association of University Teachers

- **OISE/UT Alumni**

Inez Elliston
OISE/UT Alumni Association

- **Representatives of the Internal Community**

Eileen Antone
Faculty

Robert Cook
Staff

Eve Haque
Student

Michael Fullan (Ex Officio)
Dean

Alister Cumming (Ex Officio)
Chair, Faculty Council

- **Decanal Appointments**

Kenneth Leithwood
Associate Dean, Research, OISE/UT

Sheldon Levy
Vice-President - Government and Institutional Relations, University of Toronto

Cecilia Reynolds
Associate Dean, Academic Program, OISE/UT

Carol Rolheiser
Associate Dean, Academic Development, OISE/UT

Sessional Dates and Deadlines

Please note the following:

- The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.
- In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.
- Each department may also have deadlines related to these general Sessional Dates and Deadlines.

2003

January 6	Lectures begin for the 2003 Winter Session
January 10	Deadline for registration for students beginning their programs in the 2003 Winter Session. After this date a late registration fee will be charged
January 10	Final date to request a deferral of admission from the 2003 Winter Session to the 2004 Winter Session
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2002 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday **• For Ph.D. - at least eleven working weeks before this date** **• For Ed.D. - at least nine working weeks before this date**
January 17	Grade submission date for the 2002 Fall Session courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
January 17	Deadline for INC designation for 2002 Winter Session courses to be changed to a regular grade or a failure
January 24	Deadline for adding 2003 Winter Session courses
January 30	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council
February 15	Deadline for M.Ed., M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in June if **all** degree requirements will be completed in the 2003 Winter Session
February 28	Deadline for withdrawing from 2003 Winter Session and full-year courses without academic penalty
March 7	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2003 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
March 7	Final date for Special Students to submit application forms with all pertinent documentation for application to 2003 Summer Session, first term
March 10-14	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)

2003 continued

March 14-18	Registrar's Office will begin mailing out course selection forms for continuing students, for the 2003 Summer Session, 2003 Fall Session and the 2004 Winter Session
March 15	Graduation "in absentia"
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 11	Last day of 2003 Winter Session and full-year lectures
April 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2003 Summer Session, first term courses
April 17	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at June Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit **• For Ph.D. - at least nine working weeks before this date** **• For Ed.D. - at least seven working weeks before this date**
April 18	Good Friday (University closed)
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be awarded at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 25	Deadline for students whose degrees are to be conferred at June Convocation to submit the final Ph.D. or Ed.D. thesis
April 30	Continuing students should select courses for the 2003 Summer Session, the 2003 Fall Session and the 2004 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 2	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2003 Summer Session, second term, **and** the 2003 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support.
May 2	Final date for Special Students to submit application forms with all pertinent documentation for application to 2003 Summer Session, second term, **and** the 2003 Fall Session
May 5	First day of classes for the 2003 Summer Session, first term
May 9	Deadline for registration for 2003 Summer Session Independent Study and Research
May 9	Deadline for registration for 2003 Summer Session courses which begin in May
May 16	Deadline for adding 2003 Summer Session courses which begin in May
May 16	Grade submission date for 2003 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
May 16	Deadline for INC designation for 2002 Summer Session courses to be changed to a regular grade or a failure
May 16	Deadline for SDF designation for 2002 Fall Session courses to be changed to a regular grade or a failure
May 19	Victoria Day (University closed)
June 4	June Convocation - M.A., Ph.D. (2:30pm)
June 5	June Convocation - M.Ed., Ed.D. (2:30pm)
June 6	Deadline for dropping 2003 Summer Session, May - June courses
June 9	Deadline for adding 2003 Summer Session, second term courses **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
June 13	Last day of 2003 Summer Session, first term lectures
June 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2003 Summer Session, second term courses

2003 continued

June 20	June Convocation - M.A.(T), M.T. (2:30pm)
July 1	Canada Day (University closed)
July 2	Lectures begin for the 2003 Summer Session, second term
July 4	Deadline for registration, without late fee, for 2003 Summer Session, second term
July 4	Deadline for dropping 2003 Summer Session, May to August courses
July 4	Final date to request a deferral of admission from the 2003 Summer Session to the 2004 Summer Session
July 5	Deadline for M.Ed. M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in the Fall if **all** degree requirements will be completed in the 2003 Summer Session
July 11	Deadline for adding 2003 Summer Session, July to August courses
July 25	Deadline for dropping 2003 Summer Session, July to August courses
July 25	Grade submission date for 2003 Summer Session, **first term courses.** Grades will be available on ROSI (via SWS) approximately two weeks after this date
July 31	Deadline for adding 2003 Fall Session and full-year courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
August 4	Civic Holiday (University closed)
August 8	Last day of 2003 Summer Session, second term lectures
August 31	Recommended date for payment of fees for the 2003/04 academic year
September 1	Labour Day (University closed)
September 5	Deadline for submission of Individual Reading and Research course approval forms for 2003 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
September 8	Lectures begin for the 2003 Fall Session and full-year courses
September 12	Deadline for 2003/04 Fall/Winter Session registration. After this date, a late registration fee will be charged
September 12	Final date to request a deferral of admission from the 2003 Fall Session to the 2004 Fall Session
September 14	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at November Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
September 18	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at November Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
September 19	Grade submission date for 2003 Summer Session, **second term courses**. Grades will be available on ROSI (via SWS) approximately two weeks after this date
September 19	Deadline for SDF designation for 2003 Winter Session courses to be changed to a regular grade or a failure
October 3	Deadline for adding 2003 Fall Session and full-year courses
October 3	Deadline for students whose degrees are to be conferred at November Convocation to submit the final Ph.D. or Ed.D. thesis
October 3	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2004 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support.

2003 continued

October 3	Final date for Special Students to submit application forms with all pertinent documentation for application to the 2004 Winter Session
October 13	Thanksgiving Day (University closed)
October 15	Deadline for M.Ed. M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in March (in absentia) or in the Spring if **all** degree requirements will be completed in the 2003 Fall Session
October 31	Deadline for withdrawing from 2003 Fall Session courses without academic penalty
November 1	Final date to request a change of start date from the 2003 Summer Session or the 2003 Fall Session to the 2004 Winter Session
November TBA	November Convocation - Ed.D., M.Ed., M.A.(T), M.T.
November TBA	November Convocation - Ph.D., M.A.
December 1	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2004 Summer Session, the 2004 Fall Session and the 2005 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support.
December 1	Deadline for receipt of applications for a 2004 Fall Session and 2005 Winter Session Graduate Assistantship (for full-time study only)
December 5	Last day of lectures for the 2003 Fall Session
December 5	Deadline for adding 2004 Winter Session courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
December 15	Deadline for submission of Individual Reading and Research course approval forms for the 2004 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit
December 22 - January 2	University closed

2004

January 5	Lectures begin for the 2004 Winter Session
January 9	Deadline for registration for students beginning their programs in the 2004 Winter Session. After this date a late registration fee will be charged
January 9	Final date to request a deferral of admission from the 2004 Winter Session to the 2005 Winter Session
January 16	Grade submission date for the 2003 Fall Session courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
January 16	Deadline for SDF designation for 2003 Summer Session first and second term courses to be changed to a regular grade or a failure
January 16	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday **• For Ph.D. - at least eleven working weeks before this date** **• For Ed.D. - at least nine working weeks before this date**
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2003 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)

2004 continued

January 23	Deadline for adding 2004 Winter Session courses
January 30	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council
February 15	Deadline for M.Ed. M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in June if **all** degree requirements, comprehensives and/or research will be completed in the 2004 Winter Session
February 27	Deadline for withdrawing from the 2004 Winter Session and full-year courses without academic penalty
March TBA	Graduation "in absentia"
March 5	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2004 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support.
March 5	Final date for Special Students to submit application forms with all pertinent documentation for application to 2004 Summer Session, first term
March 8-12	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 22-26	Registrar's Office begins mailing course selection forms for continuing students, for the 2004 Summer Session, 2004 Fall Session and the 2005 Winter Session
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 8	Last day of 2004 Winter Session and full-year lectures
April 9	Good Friday (University closed)
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 19	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at June Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
April 25	Deadline for students whose degrees are to be conferred at June convocation to submit the final Ph.D. or Ed.D. thesis
April 30	Continuing students should select courses for the 2004 Summer Session, the 2004 Fall Session and the 2005 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 7	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2004 Summer Session, second term, **and** the 2004 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support.
May 7	Final date for Special Students to submit application forms with all pertinent documentation for application to 2004 Summer Session, second term **and** the 2004 Fall Session
May 16	Grade submission date for 2004 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
May 16	Deadline for SDF designation for 2003 Fall Session courses to be changed to a regular grade or a failure
May 24	Victoria Day (University closed)
June TBA	June Convocation

General Information

Travaux et Théses en Français

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario de l'Université de Toronto sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils ou elles souhaitent remettre leurs travaux en français.

Veuillez noter que OISE/UT n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus; toutefois, il est possible de le faire à distance par Internet. Prière de consulter la page 162 pour plus de renseignements sur ce programme.

Département d'éducation des adultes: apprentissage et psychologie du counseling

D. Schugurensky

Département de curriculum, d'enseignement et d'apprentissage

N. Bélanger, S. Churchill, A. Cumming, J. P. Cummins, G. Feuerverger, A. Gagné, D. Gérin-Lajoie, N. Labrie, S. Lapkin, R. S. McLean, M. K. Swain, D. N. Wilson

Département du développement humain et de psychologie appliquée

M. Ferrari, E. Geva, J. Pelletier, J. Wiener

Département de sociologie et d'études de l'équité en éducation

M. Eichler, M. Heller, D. W. Livingstone, C. P. Olson, S. H. Razack

Département d'études des théories et politiques en éducation

S.E. Anderson, D. Haché

Voir la section Interdepartmental Research Area pour une description des cours en français, sous la rubrique Études en français à la page 162.

Course Selection for Continuing M.A., M.A.(T.), M.T., M.Ed., Ed.D. and Ph.D. Students

Course selection information for the 2003 Summer Session, the 2003 Fall Session and the 2004 Winter Session will be mailed near the end of March 2003. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the Fall and Winter Sessions of the academic year.

Students should select courses before April 30 by using the Web service at: www.rosi.utoronto.ca

NOTE: For courses which require the instructor's approval or which are extra to your program of study, return the completed course selection forms to the Registrar's Office, Graduate Studies Registration Unit.

NOTE: Course selection does not constitute official registration in programs or courses. You must pay your fees to complete the process.

NOTE: If you are unable to get into the courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible enrolment in the course.

Definition of Full-Time Student

Full-time graduate students are defined according to government regulations as follows:

a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.

b) They must be considered by OISE/UT to be in full-time study.

c) They must be geographically available and visit the campus regularly.

d) They must be considered to be full-time graduate students by their supervisors.

Part-Time Study/Late Afternoon and Evening Classes in Fall and Winter Sessions

During the 2003 Fall Session and the 2004 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Fully employed, part-time students interested in these classes may pursue one of the following patterns of study:

a) two half-courses in each of the two sessions;

b) four half-courses which run for both the Fall and Winter Sessions;

c) two full courses which run for both the Fall and Winter Sessions; or

d) where scheduling necessitates, two half-courses which run for both the Fall and Winter Sessions, along with one half-course which runs for the Fall Session and one half-course which runs for the Winter Session.

Study in Summer Session

During each term of the Summer Session (May-June and July-August), students eligible to register **full-time** may take two half-courses; **part-time** students may take one half-course.

NOTE: Students enrolled in the following areas of study and who are undertaking their required period of full-time study in the Summer Session are exempt from the above:

- **The Ed.D. in Higher Education** in the Higher Education Program
- **The Ed.D. for Community College Leaders** in the Higher Education Program

All Ph.D. candidates and Ed.D. candidates who have completed the minimum full-time study requirement, will register for the Fall, Winter and Summer Sessions when they register in September (or in January for those beginning their doctoral program of study then).

Off-Campus/Distance Education

OISE/UT offers off-campus sections of some courses in a variety of Ontario locations. However, because of a limited selection of courses, it may not be possible to complete all program requirements off-campus. Most off-campus courses are offered in a distance education mode, mainly via computer conferencing. For computer conferencing courses, students must have regular access to a computer and modem.

Courses via audio conferencing use sites in northern Ontario (i.e., north of Parry Sound) which are part of the Contact North/Contact Nord network. Sites in southern Ontario are determined according to the location of students who selected courses by the deadline listed in the OISE/UT Course Schedule (off-campus section). Students who have selected courses by the deadline will receive written details about the site location and dates and times of classes before the beginning of the course. **Students are urged to select courses by the deadline. Courses may be cancelled if enrolment is low.**

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections, pages 31 - 157.

Off-Campus Library Services

The Education Commons makes available, either directly or through the local Field Centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through inter-library loan.

Application Procedures

Applicants should contact their local OISE/UT Field Centre (see listing in Research and Field Activities section, pages 170 - 171) for application information. In areas of the province not served directly by a Field Centre, contact should be made with the Registrar's Office, Graduate Studies Admissions Unit, OISE/UT.

NOTE: Application procedures are the same for all students (see pages 26 - 29).

Registration

Course selection does not constitute official registration. You must pay your fees to complete the process.

Part-time, off-campus students **who have already been admitted to a degree program** will be mailed a fees invoice when all admission conditions have been satisfied. Please refer to registration materials which are mailed to students each year for appropriate dates and procedures.

Required Period of Full-Time Study

Many programs of study specify a period during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. This required period of full-time study provides the student with an opportunity to become immersed in the intellectual environment of the university. Full-time study requirements can be filled only through:

a) consecutive Fall and Winter Sessions i.e., September to December and January to April in the same academic year
OR

b) the Winter Session in one academic year followed by the Fall Session in the next academic year.

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following areas of study and who are undertaking their required period of full-time study in the Summer Session:

- **The Ed.D. in Higher Education** in the Higher Education Program
- **The Ed.D. for Community College Leaders** in the Higher Education Program

Where full-time, on-campus study is required for a degree program, such study ordinarily begins in September. While it is possible to begin full-time study in January, the OISE/UT department in which the program of study is being undertaken must be in a position to offer that program beginning in January.

Dual Registration for M.A. and Ph.D. Candidates

Students in an M.A. degree program at the University of Toronto who have been offered admission to a Ph.D. program conditional on completion of the master's program may be dual registrants for only one session in both degree programs under the following conditions:

a) The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.

b) Permission has been granted by OISE/UT.

c) The student will be engaged in full-time Ph.D. studies (i.e., a minimum of two half-courses during the session of dual registration) and will be registered full-time in the Ph.D. and part-time in the master's degree program.

NOTE: Only the appropriate Ph.D. fees will be charged.

d) The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

To receive full-time study credit for the Ph.D. for the period of dual registration, the student must be recommended for the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the Ph.D. registration will be cancelled, no full-time study credit will be allowed, and the student will continue to be registered as a master's student only. Appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Ph.D. course credit will be retained for courses completed during the period of dual registration.

Students who are not recommended for the master's degree by the deadline and whose enrolment in the Ph.D. is thereby cancelled, may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the Ph.D. degree program.

Transfer Credit

Candidates who have completed graduate courses beyond that required for admission to an OISE/UT degree program may be granted credit for up to two half-courses, or 25% of the course requirements for the degree, whichever is greater, provided that those courses were not credited toward another degree, diploma, certificate, or any other qualification.

This will not reduce the total degree program fee required.

Transfer Between Programs

M.A. and M.Ed. candidacy is not interchangeable. Similarly, the two doctoral degree programs, Ph.D. and Ed.D., are distinct in design and orientation and **candidacy is not interchangeable**. It is therefore most important for the applicant to give serious consideration to their choice of program.

Continuity of Registration

Doctoral candidates who have completed the required minimum period of full-time study but who have not completed other requirements for the degree must register annually in September and pay the full-time fee until all degree requirements have been completed.

Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

If full-time Master's students wish to change to part-time status, the change must be requested **before they are past the 'minimum period of registration' or before they have begun their last required course**, whichever comes first. They will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed.

Part-time master's students register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other requirements have been completed.

Failure to register as required will cause a student's candidacy to lapse.

Parental Leave

Graduate students may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a parental leave during their program of study. This policy is intended to recognize the need for leave at the time of pregnancy, birth, or adoption in order to provide full-time care in the first year of parenting a new child.

By completing the Parental Leave Request form, a parent may apply for up to three sessions of leave to be completed within twelve months of the date of birth or custody. Where both parents are graduate students seeking parental leave, the total number of sessions cannot exceed four.

Students on leave will not be eligible to receive OISE/UT Graduate Assistantships or OISE/UT Scholarships or other OISE/UT awards or bursaries. However, under some circumstances OISE/UT Graduate Assistantships and OISE/UT Scholarships may be deferred. In the case of other fellowships, the regulations of the particular granting agency will apply. The Office of Student Services will be able to provide further details on this.

The terminal date of the degree program will be extended by the duration of the leave taken. Normally, the start and end of the leave should coincide with the start and end of a session.

Leave for Health Problems or Personal Circumstances

Graduate students whose degree programs require continuous registration may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a one-session to three-session leave during their program of study on the grounds of health or personal problems which temporarily make it impossible to continue in the program. Once on leave, students will neither be registered nor will they be required to pay fees for this period. They may not make demands upon the resources of the university, such as use library facilities, attend courses or expect advice from their supervisor or make any formal progress toward their degree. They will not be eligible to receive or defer University of Toronto fellowship support during the leave. In the case of other graduate student awards, the regulations of the particular granting agency apply.

Students may make application for such leave by completing the Leave Request form and submitting it to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for approval. The terminal date of the degree program will be extended by the duration of the leave taken. Only under exceptional circumstances will the student be granted more than one leave under the terms of this policy. Normally, the start and end of the leave should coincide with the start and end of a session. Leave requests which do not fall under the terms of this policy will require final approval from the School of Graduate Studies.

Course Changes and Course Completion

The deadlines for adding and dropping courses for the Fall, Winter and Summer Sessions are listed in the Sessional Dates and Deadlines, pages 10 - 14. Students should pay special attention to these. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a

WDR (Withdrawal) notation. Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of 'Incomplete' (INC) or 'Failure' (FZ) will be assigned. If a student has incomplete or failed courses, others must be added to fulfil the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines, pages 10 - 14. These dates are mandatory. They represent the dates on which the grades are due in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Please note that sufficient time must be allowed for the instructor to grade students' papers in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.

NOTE: Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See Student Appeals, page 185.)

NOTE: Throughout a degree program at OISE/UT, it is the student's responsibility to ensure that the OISE/UT Registrar's Office, Graduate Studies Registration Unit, is notified, by the appropriate dates, of any changes in courses and of any other relevant information concerning their program of study.

Withdrawal From a Degree Program

In order to withdraw from a degree program, students must submit written notification along with their student card, to the Registrar's Office, Graduate Studies Unit, Room 4-485. A rebate of fees, if any, will be determined by the date on which written notification of withdrawal is received by the Registrar's Office. Application for re-admission by a student who has withdrawn must be made in competition with all other applicants.

Grade Reports

Grades will be available on ROSI via the Student Web Service at www.rosi.utoronto.ca. Please refer to the Sessional Dates in this *Bulletin* for further information.

Transcripts

All requests for transcripts of academic records, **with the exception of transcripts of courses taken in the Additional Qualification Program for Teachers,** must be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre
Room 1006, 100 St. George Street
Toronto, Ontario M5S 3G3
Telephone: 416-978-3384
Website: http://www.artsandscience.utoronto.ca/ofr/uttc

Requests for transcripts of courses taken in the Additional Qualification Program for Teachers should continue to be made to:

The Records Officer
OISE/UT Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4743
Fax: 416-923-7834

Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

At the time of printing this *Bulletin*, the charge for a transcript is $9.00 for each copy. (This charge is subject to change.) Transcripts will not be issued for students who have outstanding obligations to the university. (See pages 173 and 185.)

Satisfactory Evidence of Freedom from Tuberculosis

Applicants to the two-year Child Study and Education Program and the Human Development and Curriculum Program are required to submit satisfactory evidence of freedom from tuberculosis - a requirement of the Ontario College of Teachers.

The test must:

a) be done during the twelve months prior to the start of the program of study

b) clearly show the date(s) when the tuberculin test was administered and include one of the following results:
   - a negative tuberculin or 'skin test'
   OR
   - a positive tuberculin or 'skin test' followed by a normal chest x-ray
   OR
   - a normal chest x-ray

   If the stated result is anything other than one of the above three, candidates must provide a written statement from their doctor indicating that they are not a health risk and that they can be in close contact with children. This written statement must be on letterhead and include the candidate's full name.

c) show the name of the doctor or testing agency

d) be signed and dated by an authorized health professional currently practicing in Canada.

NOTE: Immunization cards and self-evaluated test results are not acceptable.

Candidates will not be allowed to attend the Child Study and Education Program or the Human Development and Curriculum Program if proof of freedom from active tuberculosis is missing, incomplete or unacceptable to OISE/UT.

NOTE: Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.

Criminal Record Report

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them by students, parents and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide an original Criminal Record Report and an Applicant's Declaration about their suitability for registration.

An original Criminal Record Report may also be required by School Boards at the time of Practicum Placements and we would strongly advise students to have this report done in preparation for this. Note that the report is valid for 6 months only. Students in the Master of Arts in Child Study and Education Program and the Master of Teaching Program will need to obtain the report in each year of their program of study.

If you have concerns about a Criminal Record Report which might prevent you from meeting this teacher certification requirement, please contact the Ontario College of Teachers at 416-961-8800.

Ontario Teacher Qualifying Test

The Ontario government has introduced a new requirement for the O. T. C. of Q. - an entry to the profession test called the Ontario Teacher Qualifying Test. Effective January 1, 2003, applicants to the OCT must write and pass the test. The test assesses knowledge of Ontario curriculum, teaching skills and strategies, assessment strategies, learning theory, special education, classroom management, the use of educational technologies, and legislation relevant to teaching in Ontario. Assessment reflects expectations for a teacher entering the profession in Ontario.

Definitions

AQ: Additional Qualifications for Teachers
MRP: Major Research Paper
QRP: Qualifying Research Paper
SGS: School of Graduate Studies

Minimum Admission and Degree Requirements

OISE/UT conducts, within the School of Graduate Studies, programs of study leading to the following graduate degrees. Note that, with the exception of the Master of Arts in Child Study and Education Program and the Master of Teaching in Human Development and Curriculum Program, graduate degrees at OISE/UT do not lead to certification for teaching in Ontario's schools.

- Master of Education (M.Ed.)
- Master of Arts (M.A.)
- Master of Arts in Teaching (M.A.(T.))
- Master of Teaching (M.T.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.)

NOTE: Application procedures are described on pages 26 - 29.

Following is an outline of the **minimum** admission, program of study and completion requirements for the various graduate degrees in Education. Individual OISE/UT departments may have additional requirements. Candidates will be required to undertake whatever additional studies OISE/UT considers necessary.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission to OISE/UT. The university reserves the right to determine whether or not credentials of degree-granting institutions meet the standards for admission to University of Toronto programs of study.

Applicants who hold professional degrees only, and who wish to pursue graduate degrees in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the bachelor's degree, for admission to the School of Graduate Studies as degree candidates, may be considered for admission if a department wishes to present a case for non-standard admission. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports) and presented as part of the application.

Master of Education (M.Ed.)

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. degree program.

Admission Requirements

a) An appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the Admission Requirements section of individual departments for programs which require specified undergraduate disciplines and/or a higher standing, pages 31 - 157.)

At the discretion of OISE/UT, it may be necessary to submit course descriptions of all academically-oriented courses not clearly defined on the transcript, in order to establish equivalency to a University of Toronto degree.

An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on the five most recent and most senior level academic full courses or their equivalent.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

c) At least one year of relevant, successful, professional experience.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program of study and field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While a student may request a transfer to a different home department en route to the degree, such change may result in a lengthened program.

The minimum requirements for the M.Ed. degree are as follows:

a) In keeping with their department's requirement, students must undertake one of the following options to complete their degree.

- **Option I - Coursework only:** ten half-courses plus a comprehensive examination/requirement.
- **Option II - Research Project:** eight half-courses plus a research project or a Major Research Paper.
- **Option III - Thesis:** six half-courses plus a thesis.

The M.Ed. degree requires that a minimum of half of the courses be taken in the home department unless otherwise specified by the department.

b) Full-time study, though desirable, is not required.

c) **Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

If full-time Master's students wish to change to part-time status, the change must be requested before they are past the 'minimum period of registration' **or before** they have begun their last required course, whichever comes first. They will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed.

d) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other degree requirements have been completed.**

e) All requirements for the degree must be satisfactorily completed **within six years** of first enrolment.

f) **Candidates must apply to graduate** by completing and returning an **Application to Graduate** card obtained from the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Those completing their program of study, including the comprehensive or the research requirement, in the session indicated below must make such application by the date shown and will receive their diplomas as follows:

- **Summer Session completion - apply by July 5** Candidates will receive their diploma at the November convocation ceremony.
- **Fall Session completion - apply by October 15** Candidates will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June.
- **Winter Session completion - apply by February 15** Candidates will receive their diploma at the June convocation ceremony.

Master of Arts (M.A.)

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. degree program.

Regulations concerning the M.A. degree are detailed in the University of Toronto ***School of Graduate Studies Calendar***. What follows is an expansion of those regulations as they apply to the graduate degree programs in Education at OISE/UT.

Some M.A. degree programs at OISE/UT, e.g. History and Philosophy of Education, and Sociology in Education are one-year programs of study comprised of six half-courses after a four-year bachelor's degree in the same cognate area of specialization. M.A. degree programs in, for example, Adult Education, Curriculum, Educational Administration, and Higher Education are generally one-year programs of study comprised of eight half-courses after a four-year bachelor's degree in a relevant discipline or professional program.

Consult departmental information for full details, pages 31 - 157.

Admission Requirements

a) An appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the admission requirements section of individual departments for programs of study which require specified undergraduate disciplines and/or a higher standing, pages 31 - 157.)

At the discretion of OISE/UT, it may be necessary to submit course descriptions of all academically-oriented courses which are not clearly defined on the transcript, in order to establish equivalency to a University of Toronto degree.

An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on the five most recent and most senior level academic full courses or their equivalent.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

b) A year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program of study would ordinarily consist of one and one-half years of study (ten half-courses).

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program of study and field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While in some OISE/UT departments additional requirements have been established, the minimum requirements for the M.A. at OISE/UT are as follows:

a) **A one-year degree program** comprised of at least six half-courses, selected in accordance with requirements in the home department. A minimum of four half-courses must be taken in the home department unless otherwise specified by the department.

b) Candidates admitted to an extended program of study **(one and one-half years)** on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. A minimum of five half-courses must be taken in the home department unless otherwise specified by the department.

c) Candidates admitted to a **two-year degree program**, on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, are required to complete twelve half-courses. A minimum of six half-courses must be taken in the home department unless otherwise specified by the department.

d) A thesis. All M.A. candidates, with the exception of the two-year Child Study and Education Program which does not require a thesis, must have their thesis committees officially formed as follows:

- **if studying full time** - April 1 of the year following completion of the full-time study requirement, or the minimum period of registration;
- **if studying part-time** - upon the completion of two-thirds of the M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

e) In most departments it is possible to pursue an M.A. degree on a part-time basis. A minimum of one academic year of full-time study is required for some programs of study. Consult departmental information for full details, pages 31 - 157.

f) **Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

If full-time Master's students wish to change to part-time status, the change must be requested before they are past the 'minimum period of registration' or before they have begun their last required course, whichever comes first. They will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed.

g) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, they must register annually and pay the part-time fee until all other degree requirements have been completed.**

h) All requirements for the degree must be satisfactorily completed **within five years** of first enrolment for candidates admitted to one-year (six or eight half-course) degree programs and **within six years** of first enrolment for candidates admitted to one and one-half-year (ten half-course) or two-year (twelve half-course) degree programs.

Master of Arts in Teaching (M.A.(T.))

This degree program is designed for the professional teacher of Language Arts and/or English. It includes a balance of contemporary educational, literary and literacy theories with content in English studies. The program is designed for part-time study but may also be completed on a full-time basis in three consecutive sessions - Fall, Winter and Summer.

NOTE: This program is currently under review.

Admission Requirements

a) A four-year bachelor's degree, or equivalent, in English, or English and another subject from the University of Toronto, or another recognized university.

b) **A mid-B** standing in English courses from the University of Toronto or another recognized university.

c) One year of teaching experience or equivalent professional experience.

d) Two letters of recommendation, one from the applicant's undergraduate program of study.

e) Recent résumé or curriculum vitae which must include teaching experience after graduation.

Degree Requirements

Students will be required to complete:

a) One full course in the history and theory of the study of English.

b) One full course in the Graduate Department of English.

c) Four half-courses from the list of Master of Arts in Teaching courses of instruction, pages 75 - 76.

Master of Teaching (M.T.)

The Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology offer a two-year Master of Teaching degree in Human Development and Curriculum. Upon successful completion of the degree requirements, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.

Applicants apply for admission to this degree program through either the Department of Curriculum, Teaching and Learning or the Department of Human Development and Applied Psychology. Admission and degree requirements are the same for both departments. (See pages 76 - 78 and 105 - 106 for further information.)

Admission Requirements

An appropriate University of Toronto four-year bachelor's degree or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Applicants normally must:

a) Submit a Statement of Intent describing three significant teaching and/or teaching-related experiences, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools.

b) Be interviewed by a panel of faculty, teachers and students.

NOTE: Given the limited number of students in this degree program, not all eligible applicants can be interviewed or admitted.

Because applicants are applying to a teacher education program, they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

b) a photocopy of a certificate of change of name where applicable

c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers) is required at the beginning of each academic year. See page 18 for further information.

NOTE: In addition, a Criminal Record Report and successful completion of the Ontario Teacher Qualifying Test are required for certification by the Ontario College of Teachers. See pages 18 - 19 for further information.

Degree Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and 2 electives), including practica, and is undertaken on a full-time basis. Normally, advance standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Doctor of Education (Ed.D.)

The Ed.D. degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs of study in various fields of specialization, see the appropriate departmental sections, pages 31 - 157.

Admission Requirements

a) A University of Toronto M.Ed. or M.A. in Education, or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. Further documentation may be required to establish equivalence. (See the admission requirements section of individual departments for programs of study which require higher standing for admission, pages 31 - 157.)

b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

c) Because the degree program is intended primarily for experienced professionals in the Ontario educational system, a personal interview will be conducted whenever possible.

d) Ordinarily, one year of professional preparation for education.

e) Successful professional experience in education, or in a relevant field.

f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the OISE/UT Guidelines for the QRP, available from the Registrar's Office, Graduate Studies Admissions Unit.

g) Additional requirements may be deemed appropriate for admission within the Ed.D. Such requirements are outlined in the departmental sections, pages 31 - 157.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program of study and field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in determining an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ed.D. are as follows:

a) Normally, a minimum of one Fall Session and one Winter Session of full-time study taken consecutively (i.e., Fall Session - September to December, followed by Winter Session - January to April, or Winter Session - January to April, followed by Fall Session - September to December).

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following and who are undertaking their required period of full-time study in the Summer Session:

✦ **The Ed.D. in Higher Education** in the Higher Education Program

✦ **The Ed.D. for Community College Leaders** in the Higher Education Program

b) In most degree programs, students may begin their studies on a part-time basis. (See departmental listings for exceptions, pages 31 - 157.)

NOTE: Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.

c) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree or the equivalent in the same field of specialization proposed at the doctoral level.

An eight half-course Ed.D. degree program should include at least four half-courses in the home department except as otherwise stated in departmental program descriptions. Typically, when more than eight new half-courses are required, it is because the master's degree lacks equivalence to that in the particular area to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department.

NOTE: An exception is the Ed.D. in Second Language Education which requires six to eight half-courses (see page 84).

d) Candidates in some departments or programs of study will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The candidate must file the names of thesis committee members by April 1 of the year following the period of required full-time study.

The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

g) All requirements for the Ed.D. degree must be completed **within six years** of first enrolment as an Ed.D. candidate.

Doctor of Philosophy (Ph.D.)

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice.

Regulations concerning the Ph.D. degree are detailed in the University of Toronto ***School of Graduate Studies Calendar***. What follows is an expansion of those regulations as they apply to the graduate degree programs in Education at OISE/UT.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of study, see the appropriate departmental sections. The average time to completion is approximately five years.

Admission Requirements

a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. (See the admission requirements section of individual departments for programs of study which require a higher standing for admission, pages 31 - 157.)

Students in an M.A. degree program at the University of Toronto who have been offered admission to a Ph.D. program conditional upon completion of the master's degree program may be dual registrants for only one session in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on pages 16 - 17.

b) Holders of master's degrees other than the OISE/UT M.A. in the same field of specialization as proposed at the doctoral level, may be required to submit further evidence of scholarly proficiency satisfactory to OISE/UT and to the admission committee in an OISE/UT department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in positions to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE/UT department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before registration in the doctoral program. Please consult the ***OISE/UT Guidelines for the QRP,*** available from the Registrar's Office, Graduate Studies Admissions Unit.

c) Holders of the University of Toronto M.Ed. degree with high standing may be admitted to the Ph.D. program. Depending on the previous degrees held and the candidate's intended field of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis, the OISE/UT department may require a QRP, which must be completed satisfactorily before registration in the doctoral degree program. Please consult the ***OISE/UT Guidelines for the QRP***, available from the Registrar's Office, Graduate Studies Admissions Unit.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program of study and field of specialization at the time of application. Upon admission, the student will be assigned a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ph.D. are as follows:

a) A minimum of three consecutive sessions of full-time, on-campus study to be undertaken at the beginning of the program. Ordinarily, this period of study begins in September.

Only under exceptional circumstances is it possible to interrupt this period of study after the completion of the first year of required full-time study. Students must apply by submitting a **'Leave of Absence Form'** requesting the leave and outlining the reasons, to the OISE/UT Registrar's Office, Graduate Studies Registration Unit.

Such interruption may be granted for a maximum of one year and the terminal date of the degree program will be extended by the duration of the leave taken. Students remain responsible for meeting the appropriate deadlines for courses previously taken.

b) Once first registered in the degree program, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.

c) The number of courses in a Ph.D. degree program, as stated in the student's Offer of Admission, is determined by the total university academic background and its relevance to the proposed field of specialization.

Normally, a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same field of specialization as at the doctoral level, would be expected to undertake at least four half-courses in the OISE/UT home department.

Typically, when more than six new half-courses are required in a degree program, it is because the master's degree lacks equivalence to that in the particular program of study to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department.

d) Candidates will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The candidate must file the names of the thesis committee members by April 1 of the second year of study.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All candidates using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

g) All requirements for the Ph.D. degree program must be completed **within six years** of first enrolment as a Ph.D. candidate.

Special Students

Special Students must submit an application for admission for each academic year of study. Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

Full-time Study

An applicant accepted as a full-time Special Student must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. The applicant must have attained standing in the final year (or over senior level courses) equivalent to a University of Toronto **mid-B or better**.

Part-time Study

An applicant accepted as a part-time Special Student must hold a degree from a recognized university. If the degree was attained with standing lower than a University of Toronto **mid-B**, the applicant may not apply for admission to a degree program at a later date.

Application Procedures

Applicants to Degree Programs

1. Application for Admission

Although based on the web, the application is a self-administered application. Applicants are required to assemble all relevant documentation and submit it together with completed application forms, all in hardcopy, to the Registrar's Office, Graduate Studies Admissions Unit. Application forms and supporting documentation cannot be submitted electronically.

- **Complete applications** will be processed upon receipt.
- **Incomplete applications** (including those with insufficient copies of documentation) will result in a delay in processing and may not be considered.

2. Application Forms and Further Information

For application information and forms, visit the Registrar's Office website: **http://ro.oise.utoronto.ca**

If you require further application information, contact:
OISE/UT Registrar's Office
Graduate Studies Admissions Unit, Room 4-485
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2663
OR 1-800-785-3345
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

3. Deadlines

Applicants are encouraged to submit their application as soon as possible. **Complete applications (including all supporting documentation) must have been submitted no later than December 2, 2002,** for registration in the 2003/04 academic year.

While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses. As well, applications received after this date may not be considered for financial support.

If admission remains open, note the following secondary deadlines for receipt of a complete application:

March 7, 2003	for 2003 Summer Session First Term (May)
May 2, 2003	for 2003 Summer Session Second Term (July)
May 2, 2003	for 2003 Fall Session (September)
October 3, 2003	for 2004 Winter Session (January)

NOTE: The deadline for application for the 2004/05 academic year will be December 1, 2003.

4. Non-refundable Application Fee

If you have not previously been registered at the University of Toronto, School of Graduate Studies, you must submit with your application a Non-refundable Application Fee. A single Application Fee is required even if you are applying to more than one OISE/UT program of study. Your application will not be processed until the Application Fee has been paid. There are no refunds, waivers or deferrals of the Application Fee.

NOTE: The 2003/04 Application Fee is $90 Canadian ($65 U.S.). (Subject to change for 2004/05)

The Application Fee can be paid by certified cheque, money order or bank draft payable to the "University of Toronto" (write your full name and date of birth on the back of the cheque or money order). We also accept VISA or MasterCard. If you are paying by credit card, you must provide all of the information requested on Application Fee Form B.

NOTE: Do not send cash in the mail.

Canadian funds drawn on a Canadian bank or U.S. funds drawn on a U.S. bank are acceptable. To determine the equivalency of the $90 Canadian fee, contact a bank for the exchange rate. If you cannot obtain Canadian or U.S. funds, you must wire your fee directly to:

Canadian Imperial Bank of Commerce (CIBC)
International Division
Main Branch, Commerce Court
Toronto, Ontario, CANADA M5L 1G9

NOTE: A Non-refundable Service Fee may also be applicable.

If you are applying to the Child Study and Education 1-year or 2-year degree program you must submit with your application a Non-refundable Service Fee (even if you have previously been registered at the University of Toronto, School of Graduate Studies). This Service Fee is in addition to the Application Fee.

The 2003/04 Service Fee is $70 Canadian ($51 U.S.). and can be paid by the same methods as the Application Fee. The Application Fee and Service Fee may be combined in one payment of $160 Canadian ($116 U.S.). (These fees are subject to change for 2004/05)

5. Supporting Documentation

You are required to assemble all relevant documentation and submit it together with the completed application forms.

Under exceptional circumstances, applicants may make arrangements for supporting documentation to be sent directly to our office. Sometimes an issuing institution will prefer to send official transcripts to another academic institution directly. Or sometimes a referee will prefer to send their "*Letter of Reference to Support Application for Admission to Graduate Studies in Education*" to our office directly. Documents received separately from an application will be matched with the application.

Documentation sent directly to the Registrar's Office must be sent to the attention of the Graduate Studies Admissions Unit. Ensure that "Graduate Studies Admissions Unit" is clearly stated on the envelope. If not, there will be a delay in processing or we may not receive the documents.

All documents submitted in support of your application become and remain the property of the University of Toronto and are not returnable or transferable.

a) Transcripts

Two official transcripts of your academic record from each and every university that you have attended must be included in your application. University study includes degree programs, pre- and post-degree courses (even a single course), and professional development (e.g. Additional Qualification for Teachers). If you are applying to a doctoral program, official transcripts pertaining to both bachelor's and master's degrees must be submitted with your application.

Official transcripts are transcripts received in the OISE/UT Registrar's Office in a sealed, signed/stamped envelope directly from the issuing institution. Make arrangements to have official transcripts sent to you and include them in the issuing institution's unopened envelope(s) as part of your application. Transcripts must be received in our office in a sealed envelope, signed/stamped by the issuing institution. Do not open the envelope. Transcripts received in an unsealed envelope are not considered official. Faxed copies of transcripts, or transcripts issued to the student, or informal grade reports, are not considered official.

Official English language translations must accompany all foreign documentation not written in English. An official translation is one received in the OISE/UT Registrar's Office in a sealed, signed/stamped envelope directly from an accredited Translation Service.

b) Letters of Reference

A minimum of **two** supporting letters of reference, one academic and one professional, must be included in your application.

Some degree programs require additional letters of reference. Applicants may also submit supplemental letters of reference at their discretion.

The academic reference should be from a university instructor with whom you have studied. The professional reference should be from a referee who is familiar with your professional work and promise.

c) Résumé

Two copies of your up-to-date résumé or curriculum vitae must be included in your application.

The résumé should detail your employment history (including names of employers, job titles, position responsibilities, dates employed, whether full- or part-time), education history (both academic and professional), awards, business and professional achievements, community activities, as well as any special skills.

d) Statement of Intent

Two copies of a Statement of Intent (also known as a plan of study) must be included in your application. The Statement of Intent should detail your study and/or research interests, career goals and reasons for seeking admission. You may also wish to indicate OISE/UT faculty members with whom you are interested in working. The length of a Statement of Intent can vary, but generally it should be between one and three pages.

e) 'Other' Documentation

Some departments or degree programs require additional supporting documentation. With the exception of the sample of written work, **two** copies of all 'other' supporting documentation must be included in your application. Refer to the relevant departmental section(s) in the OISE/UT *Bulletin* for further information. For example:

- Applicants to the School and Clinical Child Psychology Program are requested to submit a letter of reference from an applied clinical setting.
- Applicants to some M.Ed. or Ed.D. degree programs are required to submit documents attesting to teacher education and certification.
- Applicants to the Department of Sociology and Equity Studies in Education are required to submit a sample of their written work in the area of the social sciences.
- Applicants to the Child Study and Education Program and the Human Development and Curriculum Program are required to submit a photocopy of a Canadian birth certificate or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth.
- Applicants to the Child Study and Education Program and the Human Development and Curriculum Program are required to submit satisfactory evidence of freedom from tuberculosis - a requirement of the Ontario College of Teachers. Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year. See page 18 for further information.

  NOTE: In addition, a Criminal Record Report and successful completion of the Ontario Teacher Qualifying Test are required for certification by the Ontario College of Teachers. See pages 18 - 19 for further information.

6. English Language Facility

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English.

Applicants must demonstrate their facility in the English language if their mother tongue or first language is not English and they graduated from a non-Canadian university where the language of instruction and examination was not English.

Evidence of English language facility must be demonstrated by providing satisfactory results of one of the following tests. Test scores must be forwarded directly from the testing service to the OISE/UT Registrar's Office, Graduate Studies Admissions Unit, to be considered official.

✦ Test of English as a Foreign Language (TOEFL)

Educational Testing Service, P.O. Box 6151
Princeton, New Jersey
08541-6151, U.S.A.
Telephone: 609-921-9000
Website: www.toefl.org

Presently, the TOEFL is offered in **two** formats: **paper-based,** on which a minimum total score of 580 is required, **OR computer-based**, on which a minimum total score of 237 is required.

The TOEFL must include a Test of Written English (TWE) or an Essay Rating Score with a minimum score of 5.0 required on both the paper- and the computer-based tests. The OISE/UT "Institution Code" is 0982.

✦ Michigan English Language Assessment Battery (MELAB)

English Language Institute (ELI)
3020 North University Building
University of Michigan
Ann Arbor, Michigan
48109-1057, U.S.A.
Telephone: 734-763-3452 or 734-764-2416
E-mail: melabelium@umich.edu
Website: www.1sa.umich.edu/eli/melab.htm
OR
The Toronto MELAB Test Centre
New College, Room 2045
University of Toronto
20 Willcocks Street
Toronto, Ontario M5S 2Z3
Telephone: 416-946-3942
Website: www.library.utoronto.ca/melab

The minimum MELAB score required is 85.

✦ International English Language Testing System (IELTS)

University of Cambridge Local
Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU
Website: www.ielts.org

Applicants may also contact their nearest British Council Office. The only North American IELTS test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained by contacting the IELTS Administrator at 519-748-3516.

The minimum IELTS score required is 7.0.

✦ The Certificate of Proficiency in English (COPE)

COPE Testing Limited
429 Danforth Avenue
P.O. Box 462
Toronto, Ontario M4K 1P1
Telephone: 416-962-2673
E-mail: info@copetest.com
Website: www.copetest.com

The minimum COPE score required is 4 (with at least 1 in each component and 2 in the writing component).

✦ The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course

Telephone: 416-978-5104
E-mail: carolyn.bercu@utoronto.ca
Website: www.learn.utoronto.ca/esl

The University of Toronto, School of Continuing Studies' English Language Academic Preparation Course completed at the 60 Level with a grade of at least 'B' is required.

7. Graduate Assistantships

Many applicants for admission as full-time students may also be applying for an OISE/UT Graduate Assistantship (see page 174). The deadline for submission of the Graduate Assistantship application form is the same as the main application deadline in December prior to the academic year for which the assistantship application is being submitted. (The deadline for admission to the 2004/05 academic session will be December 1, 2003.)

NOTE: The University of Toronto is unable to provide adequate financial assistance to International Students (students who are neither Canadian Citizens nor Permanent Residents). If an International Student is not awarded a funding package at the time of admission, there are negligible opportunities for financial assistance thereafter as a continuing student. International Students should carefully and thoughtfully consider the serious financial implications of being an OISE/UT graduate student. It is very unfortunate when students cannot continue in their program of study due to financial hardship. See page 174 for information on graduate student financial support. Also see pages 172 and 173 for information on International Student Fees.

8. Proceeding to Doctoral Degrees

All OISE/UT master's degree candidates wishing to proceed to doctoral degree programs in education must apply for admission and be considered in competition with all other doctoral applicants.

9. Deferrals

✦ Deferral of Admission

Normally, admission is valid only for the beginning date specified on the Offer of Admission in the section "Program to Begin." Applicants unable to attend the session for which they have been accepted must normally re-apply and must compete with all other applicants for admission to the later session.

In exceptional circumstances a department may recommend deferral of admission for a maximum of twelve months (i.e. to the next academic year) following the date of initial acceptance. Requests for deferral should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration, and no later than the deadline to register for the session to which the applicant has been accepted. For example, if a student is admitted for the 2003 Fall Session but is not able to begin the program until the 2004 Fall Session, the student's request for deferral must be received no later than September 12, 2003. Requests for deferral received in the Registrar's Office too late for consideration will be denied and the applicant will be required to re-apply for admission.

Applicants whose requests for deferral of admission have been approved should be aware that any changes made to degree program requirements will be operative in the deferred program. As well, an official transcript will be required to document any new university-level study completed in the interim period.

Applicants whose requests for deferral of admission have been approved and who have been awarded an OISE/UT Graduate Assistantship may not defer the award to the next academic year. OISE/UT Graduate Assistantship applications are available in September for the following academic year.

✦ Delay to the Winter Session

Some degree programs permit students to begin their program of study in the Winter Session of the year of acceptance (i.e. January). Requests for a change of start date to the Winter Session should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration in the program, and no later than November 1 of the year of acceptance. Requests received in the Registrar's Office too late for consideration will be denied.

Applicants who have been awarded an OISE/UT Graduate Assistantship may delay the award to the Winter Session if their request for a change of start date to the Winter Session is approved.

Special Student Applicants

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE/UT degree students, then other University of Toronto degree students, and finally to Special Students.

Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

NOTE: Students accepted to a doctoral degree program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

Full-Time Study

Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and may enrol in a full-time program of study which does not lead to a degree. See the section Minimum Admission and Degree Requirements, pages 20 - 25.

Part-Time Study

Students wishing to take one or two graduate courses which are not for degree credit are admitted as part-time Special Students.

Those accepted with standing lower than a University of Toronto **mid-B** may not apply for admission to a degree program at a later date.

Graduate Programs by Department

On the following pages is information about graduate studies offered by OISE/UT's five departments - their Programs, Fields of specialization, courses and faculty. Applicants and students may wish to consult the individual OISE/UT department regarding faculty who may be on sabbatical leave during the coming academic year.

Summary of OISE/UT's Departments, Programs and Fields of Specialization

NOTE: Applicants apply in the following sequence: Department, Program (and Field of specialization if applicable).

Adult Education and Counselling Psychology

1) Adult Education Program
2) Counselling Psychology Program
   Fields: *a) For Psychology Specialists*
   b) For Community Settings
   c) Guidance and Counselling

Curriculum, Teaching and Learning

1) Curriculum Program
2) Master of Arts in Teaching Program
3) Master of Teaching in Human Development and Curriculum Program
4) Measurement and Evaluation Program
5) Second Language Education Program
6) Teacher Development Program

Human Development and Applied Psychology

1) Child Study and Education Program
2) Human Development and Education Program
3) Master of Teaching in Human Development and Curriculum Program
4) School and Clinical Child Psychology Program

Sociology and Equity Studies in Education

1) Sociology in Education Program

Theory and Policy Studies in Education

1) Educational Administration Program
2) Higher Education Program
   Fields: *a) Higher Education*
   b) Health Professional Education
3) History and Philosophy of Eduction Program
   Fields: *a) History of Education*
   b) Philosophy of Education

Collaborative Programs

OISE/UT also participates is several Collaborative Programs. Please see pages 158 - 160 for more information.

Course Numbering Explained

Most courses are offered as half-courses, identified by an **H** following the course number. Full courses are identified by a **Y** after the course number. At the time of publication the actual session in which a course is to be offered is not known.

The three-letter course prefixes indicate the OISE/UT department with which they are identified (see below). Prior to the 1998 Summer Session, OISE/UT graduate courses were prefixed with EDT.

AEC: Adult Education and Counselling Psychology
CTL: Curriculum, Teaching and Learning
HDP: Human Development and Applied Psychology
SES: Sociology and Equity Studies in Education
TPS: Theory and Policy Studies in Education

Joint courses are indicated by a J as the first letter in the three-letter prefix.

Course Number Series. Students should refer to departmental listings for information on master's and doctoral course number series - e.g., in the Curriculum Program, CTL1000 series refers to master's level courses; CTL1800 to 1890 series refers to doctoral level courses, etc.

Individual Reading and Research Courses

Individual Reading and Research courses can be arranged between a student and a faculty member with expertise in a very specific area of the student's interest not covered in the regular course offerings. When an Individual Reading and Research course is undertaken for graduate credit it must be supervised and evaluated by a member of OISE/UT's graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's home department and then placed on file in the Registrar's Office, Graduate Studies Registration Unit.

Students should carefully note the deadlines by which the forms must be in the Registrar's Office. (See Sessional Dates and Deadlines, pages 10 - 14.)

Special Topics Courses

Each department also offers a number of Special Topics courses in specific areas not already covered in regular course offerings.

Adult Education and Counselling Psychology (AECP)

The Department of Adult Education and Counselling Psychology consists of two distinct programs:

- **Adult Education**
- **Counselling Psychology**

Each program offers the following degrees: M.Ed., M.A., Ed.D. and Ph.D. In the Counselling Psychology Program the M.A. and Ph.D. degrees lead to eligibility for registration as a Psychological Associate or Psychologist, respectively, with the College of Psychologists of Ontario. The M.Ed. degree provides the basic preparation for Certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association.

The Adult Education Program offers a Certificate in Adult Education for those whose academic preparation makes them ineligible for graduate accreditation programs. There is also a Certificate in Adult Training and Development for those with an interest in that area.

The Department is also involved in several graduate collaborative programs as well as the Initial Teacher Education program.

The Department welcomes applications to its graduate programs from qualified candidates from Ontario, Canada, and abroad.

General Information

For application information and forms visit the Registrar's Office website: **http://ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:

Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Adult Education Program

Shahrzad Mojab, Program Coordinator
Telephone: 416-923-6641 ext. 2242
E-mail: smojab@oise.utoronto.ca
OR
Gianeya Nesterova, Academic Liaison Officer
Telephone: 416-923-6641 ext. 2552
E-mail: gnesterova@oise.utoronto.ca

Counselling Psychology Program

Margaret Schneider, Program Coordinator
Telephone: 416-923-6641 ext. 2550
E-mail: mschneider@oise.utoronto.ca
OR
Gianeya Nesterova, Academic Liaison Officer
Telephone: 416-923-6641 ext. 2552
E-mail: gnesterova@oise.utoronto.ca

Chair of the Department

Lana Stermac, Ph.D. (Toronto)
Professor
(feminist issues in violence; sexual abuse and assault; psychology and law; forensic psychology)
lstermac@oise.utoronto.ca

Associate Chair of the Department

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed to Sociology and Equity Studies in Education
(workplace, organizational and economic democracy; cooperatives; non-profits; community development; unions)
jquarter@oise.utoronto.ca

Adult Education Program

✦ Faculty

Eileen Antone, Ed.D. (Toronto)
Assistant Professor, cross-appointed from the Transitional Year Program, University of Toronto
(First Nations Education and Indigenous Studies)
eantone@oise.utoronto.ca

Bonnie Burstow, Ph.D. (Toronto)
Senior Lecturer, cross-appointed to the Counselling Psychology Program
(qualitative research; critical and feminist pedagogy; feminist psychotherapy; anti-racist education; working with survivors of trauma; working with psychiatric survivors; popular education)
bburstow@oise.utoronto.ca

Ardra L. Cole, Ed.D. (Toronto)
Professor
(teacher development; teacher education; qualitative research methods; arts-informed research methods; Alzheimer disease and caregiving)
acole@oise.utoronto.ca

Joseph P. Farrell, Ph.D. (Syracuse)
Professor, cross-appointed from Curriculum, Teaching and Learning
(comparative and international education; planning education for social development, especially in developing countries; comparative teacher development; education policy studies; evaluation of reform projects)
jfarrell@oise.utoronto.ca

Laara Fitznor, Ed.D. (Toronto)
Assistant Professor
(Aboriginal education; anti-racism education; indigenous knowledge)
lfitznor@oise.utoronto.ca

David Hunt, Ph.D. (Ohio State)
Professor
(professional renewal, practitioners' experienced knowledge; practice theory relations)
dhunt@oise.utoronto.ca

Nancy S. Jackson, Ph.D. (British Columbia)
Associate Professor
(workplace learning theory, policy and praxis; social organization of skill/working knowledge; cultural studies of working life; labour and gendered perspectives on work and learning; adult literacy; social practice approaches to literacy theory and practice; critical, ethnographic, institutional and participatory research methodologies)
njackson@oise.utoronto.ca

J. Gary Knowles, Ph.D. (Utah)
Professor
(teacher development; teacher education, qualitative research [especially life history, autobiography and arts-informed research methods] and reflexive inquiry; home education; environmental and outdoor education; education/school architecture)
jgaryknowles@oise.utoronto.ca

Marilyn Laiken, Ph.D. (Toronto)
Associate Professor
(organization renewal and change; conflict management; work team development and participative leadership; organizational learning; experiential and self-directed adult education)
mlaiken@oise.utoronto.ca

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, cross-appointed from Sociology and Equity Studies in Education
(political economy and education; class analysis; learning and work; ideologies and consciousness; alternative futures)
dlivingstone@oise.utoronto.ca

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed to Human Development and Applied Psychology
(social-emotional relationships; prevention of depression in educational settings; creativity and wellness; dynamics of personal and organizational change; narrative and arts-informed research)
smiezitis@oise.utoronto.ca

Angela Miles, Ph.D. (Toronto)
Professor
(community education, development, and change; education and social movements; feminist theory/analysis; critical theory; globalization)
amiles@oise.utoronto.ca

Kiran Mirchandani, Ph.D. (McGill)
Assistant Professor
(gendered/racialized processes in work settings; critical perspectives on organizational development and learning; globalization and economic restructuring)
kmirchandani@oise.utoronto.ca

Shahrzad Mojab, Ph.D. (Illinois)
Associate Professor
(equity and diversity in the workplace; anti-racism education; critical and feminist pedagogy; globalization, the state and educational policy; feminism and nationalism; and comparative and international women's education)
smojab@oise.utoronto.ca

Karen Mundy, Ph.D. (Toronto)
Associate Professor and Canada Research Chair in Global Governance and Comparative Educational Change
(international and comparative education; sociology of education, education policy in developing countries; education in Africa; literacy and adult educaion; global governance in education)

Roxana Ng, Ph.D. (Toronto)
Professor, cross-appointed to Sociology and Equity Studies in Education and Theory and Policy Studies in Education
(feminist, anti-racist, anti-colonial studies; immigrant women and globalization; health, body and embodied learning; social movement learning; integrative approaches to equity in education; qualitative research methods, esp. feminist research and institutional ethnography)
rng@oise.utoronto.ca

Edmund V. O'Sullivan, Ph.D. (Syracuse)
Professor
(global ecological education; transformative learning; critical pedagogy, holistic education, and community development)
eosullivan@oise.utoronto.ca

Jack Quarter, Ph.D. (Toronto)
Professor, Associate Chair, cross-appointed to Sociology and Equity Studies in Education
(workplace, organizational and economic democracy; cooperatives; non-profits; community development; unions)
jquarter@oise.utoronto.ca

Daniel Schugurensky, Ph.D. (Alberta)
Assistant Professor
(adult education theories; popular education; participatory democracy; Latin America; literacy; globalization; comparative education; citizenship learning)
dschugurensky@oise.utoronto.ca

✦Associated Instructors

Diane Abbey-Livingston, M.Ed. (Toronto)
Consultant: organizational learning and change
dabbeylivingston@oise.utoronto.ca

Isla Carmichael, Ph.D. (Toronto)
Senior Researcher and Educator, Ontario Public Service Employees' Union; Negotiator; strategic policy, rights at work, workplace and organization democracy
icarmichael@opseu.org

Margaret Fisher-Brillinger, Ed.D. (Toronto)
Adult education and psychotherapist
mfisher@stn.net

Norman Halpern, Ed.D. (Toronto)
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Consultant in organizational design
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Ruth W. McLean, Ed.D. (Toronto)
Associate Dean, Centres for Learner Support, Humber College of Applied Arts and Technology
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Betty Jane Richmond, Ph.D. (Toronto)
Manager of Evaluation and Research, Trillium Foundation
bjrichmo@trilliumfoundation.org

Malcolm J. Stewart, Ph.D. (Toronto)
Sessional Instructor, York University, Teacher of social policy
mstewart@yorku.ca

Professors Emeriti

James A. Draper, Ph.D. (Wisconsin)
Peter Gamlin, Ph.D. (Cornell)
David Hunt, Ph.D., (Ohio State)
Keith McLeod, Ph.D. (Toronto)
Alan M. Thomas, Ph.D. (Columbia)
Allen M. Tough, Ph.D. (Chicago)

Counselling Psychology Program

✦Faculty

Bonnie Burstow, Ph.D. (Toronto)
Senior Lecturer, cross-appointed to the Adult Education Program
(qualitative research; critical and feminist pedagogy; feminist psychotherapy; anti-racist education; working with survivors of trauma; working with psychiatric survivors; popular education)
bburstow@oise.utoronto.ca

J.R. Bruce Cassie, Ph.D. (State University of New York at Buffalo)
Associate Professor and Project Director, OISE/UT Midnorthern/Northeastern Centre
(career and personal counselling therapy and practice; curriculum development, implementation, and evaluation; problem-solving/inquiry skills; employee training and development)
jrbcassie@oise.utoronto.ca

Charles P. Chen, Ph.D., (British Columbia)
Assistant Professor
(life career development; meaning making and human agency in worklife; career theories and counselling approaches; Morita therapy and Morita-philosophy-based career counselling techniques)
cpchen@oise.utoronto.ca

J. Roy Gillis, Ph.D. (Queen's)
Assistant Professor
(gay, lesbian and bisexual psychology especially mental health aspects of domestic violence and hate crimes; HIV/AIDS risk assessment and prevention; bullying/teasing/violence prevention in schools; forensic psychology)
jgillis@oise.utoronto.ca

Mary Alice Julius Guttman, Ph.D. (Wisconsin)
Professor
(counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education and counselling; qualitative research)
maguttman@oise.utoronto.ca

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed to Human Development and Applied Psychology
(social-emotional relationships; prevention of depression in educational settings; creativity and wellness; dynamics of personal and organizational change; narrative and arts-informed research)
smiezitis@oise.utoronto.ca

Roy Moodley, Ph.D. (Sheffield, UK)
Assistant Professor
(multicultural counselling psychotherapy; 'race', culture and ethnicity in therapy; migration, cultural transformation and transgenerational trauma)
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Niva Piran, Ph.D. (Texas)
Professor
(counselling and health promotion research; feminist counselling; women's mental health; body image development)
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Margaret S. Schneider, Ph.D. (York)
Associate Professor
(community mental health; human sexuality; gender and sexual orientation)
mschneider@oise.utoronto.ca

Lana Stermac, Ph.D. (Toronto)
Professor, Chair
(feminist issues in violence; psychology and law; sexual abuse and assault; forensic psychology)
lstermac@oise.utoronto.ca

Jeanne E. Watson, Ph.D. (York)
Assistant Professor
(process-experiential therapy; cognitive-affective processes in the treatment of depression; psychotherapy process and outcome; the therapeutic alliance)
jewatson@oise.utoronto.ca

✦Associated Instructors

Ray Blanchard, Ph.D. (Illinois)
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Colin Campbell, Ed.D. (Toronto)
International Futurist; CEO, Human Resources Strategies Inc.
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Ester Cole, Ph.D. (Toronto)
Psychologist, private practice; President, Ontario Psychological Association
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Margaret Fisher-Brillinger, Ed.D. (Toronto)
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Douglas J. Hart, Ph.D. (York)
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Karin R. Jasper, Ph.D. (Toronto)
Psychotherapist, private practice at College Street Women's Centre
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Nina Josefowitz, Ph.D. (Toronto)
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SSHRC Post Doctoral Visitor
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Shelley McMain, Ph.D. (York)
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shelley_mcmain@camh.net

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham
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Sam Minsky, Ph.D. (Toronto)
Coordinator, Counselling and Learning Skills Service, University of Toronto
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Neil A. Rector, Ph.D. (York, UK)
Psychologist/Assistant Professor
Centre for Addiction and Mental Health
Clarke Division, Toronto

Marsha Rothstein, Ed.D. (Toronto)
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Judith A. Silver, Ph.D. (Toronto)
Co-Director, OISE/UT Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT
jsilver@oise.utoronto.ca

Malcolm J. Stewart, Ph.D., (Toronto)
Sessional Instructor, York University,
Teacher of social policy
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Brenda Toner, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Medical Science
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Ronald E. Warner, Ed.D. (Toronto)
Psychologist, private practice
rewarner@oise.utoronto.ca

✦Internship Supervisors

NOTE: Changes to several of the following can be expected in September 2003.

Judith A. Silver, Ph.D. (Toronto)
Co-Director, OISE/UT Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT

Gale Bildfell, Ph.D. (McMaster)
Psychologist, Coordinator of Intern Training, Toronto East General Hospital, Toronto

Ray Blanchard, Ph.D. (Illinois)
Professor; Head, Clinical Sexology Services, Centre for Addiction and Mental Health, Clark Site, Toronto

Diana R. Brecher, Ed. D. (Toronto)
Clinical Coordinator, Centre for Student Development and Counselling, Ryerson Polytechnic University

Theresa Casteels-Reis, Ed.D. (Toronto)
Psychologist, University of Waterloo Counselling Services, Waterloo

Eilenna Denisoff, Ph.D. (York)
Psychologist, Centre for Addiction and Mental Health, Clarke Site, Toronto

Marcus Feak, Ed.D. (Toronto)
Psychologist, Whitby Mental Health Centre, Whitby

Laurie Gillies, Ph.D. (York)
Psychologist, OISE/UT Counselling and Psychoeducational Clinic, Toronto

Karen Gilmour-Barrett, Ph.D. (Waterloo)
Psychologist, Toronto Catholic District School Board, Toronto

Gregory Hamovitch, Psy. D (Rutgers)
Coordinator, Psychological Services, Canadian Memorial Chiropractic College, Toronto

Mark Lau, Ph.D. (McGill)
Psychologist, Centre for Addiction and Mental Health, Clarke Site, Toronto

Joelle Mamuza, Ph.D. (Queen's)
Staff Psychologist, St, Joseph's Healthcare Centre, Hamilton

Charles Marino, Ph.D. (Edinburg)
Associate Professor, Atkinson Counselling Centre
York University, Toronto

Heather McLean, Ph.D. (Queen's)
Psychologist, Markham-Stouffville Hospital, Markham

Sam Minsky, Ph.D. (Toronto)
Coordinator, Counselling and Learning Skills Service, University of Toronto

Tammy Morrell-Bellai, Ph.D. (Toronto)
Clinical Director, Markham-Stouffville Family Life Centre, Markham

Debbie Nifakis, Ed. D. (Toronto)
Psychologist, McMaster University Counselling and Career Services, Hamilton

John Perrin, Ph.D. (Illinois School of Professional Psychology)
Psychologist, Mental Health Program, Lakeridge Health Oshawa

Neil A. Rector, Ph.D. (York, UK)
Psychologist/Assistant Professor, Centre for Addiction and Mental Health, Clarke Site, Toronto

Jaan Reitav, Ph.D. (York)
Psychologist, Student Services, Canadian Memorial Chiropractic College, Toronto

Paul Sandor, M.D. (Toronto)
Director, The Tourette's Syndrome Clinic, Toronto Western Hospital, Toronto

Michael Schwartz, Ph.D. (Toronto)
Psychologist, Child and Adolescent Services, Mental Health Services, Scarborough Hospital, General Division, Scarborough

Dalia Slonim, Ph.D. (Chicago School)
Psychologist, OISE/UT Counselling and Psychoeducational Clinic, Toronto

Christopher Webster, Ph.D. (Dalhousie)
Senior Research Consultant, Earlscourt Child and Family Centre, Toronto

Robin Wilson, Ph.D. (Toronto)
Chief Psychologist, Correctional Service of Canada, Toronto

Sandra Yuen, Ph.D. (Western)
Psychologist, Psychiatric Service, University of Toronto

Professors Emeriti

Sabir A. Alvi, Ph.D. (Indiana)
Otto Weininger, Ph.D. (Toronto)

Initial Teacher Education Program

Faculty members in this department participate in the Initial Teacher Education program through the **Intermediate/ Senior Alternate 4 Option in Education and Work**. This option is designed for preservice students with an interest in workplace issues and who want to proceed to the M.Ed. This arrangement involves two preservice disciplines – Business Studies and Technological Studies – and three graduate programs – Sociology in Education, Adult Education, and Counselling Psychology. However, preservice students in other disciplines with an interest in workplace issues may also apply for admission. The M.Ed. has a co-ordinated set of offerings of courses related to workplace issues. In total, students complete 10 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of workplace issues.

Students can enroll in the M.Ed. either part-time or full-time. Part-time students can take up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

Further information is available from:

Lennox Borel: lborell@oise.utoronto.ca

Collaborative Graduate Degree Programs

Collaborative Program in Addiction Studies

The graduate units of Adult Education and Counselling Psychology; Anthropology; Biomedical Engineering; Criminology; Information Studies; Medical Science; Pharmaceutical Sciences; Pharmacology; Psychology; Public Health Sciences; Social Work; and Sociology, in collaboration with the Centre for Addiction and Mental Health, the Canadian Centre on Substance Abuse, and the Ontario Tobacco Research unit, participate in this collaborative program. For details, please see page 158.

Comparative, International and Development Education

This Collaborative Program is more fully described in the section on Collaborative Graduate Degree Programs, pages 158 - 159. The core course in the program - CTL6000 - can be counted for credit in Adult Education degree programs. Adult Education faculty associated with this program include: Roxanna Ng, Angela Miles, Shahrzad Mojab, Karen Mundy and Daniel Schugurensky. Applicants should contact the Program Coordinator in advance of submitting their application to the Registrar and should forward one copy of their application to:

Joseph P. Farrell, Program Coordinator
Telephone: 416-923-6641 ext. 2361
E-mail: jfarrell@oise.utoronto.ca

Environmental Studies

OISE/UT offers in cooperation with the Institute for Environmental Studies at the University of Toronto a Collaborative Program in Environmental Studies. This program is carried within OISE/UT jointly through the Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education. For details on the program, please see page 159. Edmund O'Sullivan is the contact person in the Adult Education and Counselling Psychology Department.

Graduate Collaborative Program in Women's Studies (GCWS)

The departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Graduate Collaborative Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at Innis College and the program advisor in the student's OISE/UT home department. Further information is available on page 160 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Adult Education Program

The Adult Education Program provides a place to study and to contribute to theory, practice, and policy concerning formal and informal, individual and collective adult learning and teaching in small groups, schools, organizations, communities, social groups, and social movements within local, national and international contexts. Perspectives include: Aboriginal and indigenous; anti-racist and anti-colonial; arts-informed community; environmental/ecological; feminist; holistic health and wellness; international comparative/global; political economy; labour; transformative.

General Information

For application information and forms visit the Registrar's Office website: **http://ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:

Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Admission

Admissions procedures are described in the Application Procedures section, pages 26 - 29.

Each year, the admissions committee receives many more applications for its Program than can be accommodated. Selection must be made from a large number of applicants who satisfy admission requirements as stated in the Minimum Admission and Degree Requirements section, pages 20 - 25. Consequently, a number of qualified applicants are disappointed. In some cases the admissions committee may suggest re-application for a later year.

The Program requires that the résumé submitted along with the application form provides clear and complete information about the applicant's past experience in adult or related aspects of education - at minimum one year. Applicants must also submit a letter of intent which states their scholarly interests and how these will relate to faculty interests and enhance their own contribution to the field and to future career goals. Doctoral applicants must also submit the names of two Adult Education faculty whose scholarly interests most closely match their own thesis-related interests.

Doctoral applicants who have not completed an M.A. thesis are required to submit a Qualifying Research Paper (QRP) by the application deadline in December.

Students may include in their program of study, courses offered by other OISE/UT and University of Toronto graduate departments. With the approval of the faculty advisor and the Registrar's Office (Graduate Studies Registration Unit) students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this Program, but must commence their program of study with OISE/UT courses.

Degrees

Master of Education

A four-year University of Toronto degree in a relevant discipline or professional program or its equivalent from a recognized university, with standing equivalent to a University of Toronto **mid-B or better** in the final year, is required for admission to the M.Ed.

The M.Ed. is a non-thesis degree which can be taken on either a full- or part-time basis. The program of study normally consists of ten half-courses, usually at the 1000 level. At least half of the courses should be from the Adult Education Program. Students are normally required to take course AEC1100, the Introduction to Adult Education, as one of their first two courses. In addition to the course work, all students must complete a comprehensive requirement from one of the following options:

a) a theory/practice integrative paper
b) a scholarly literature review and critique
c) a field-based research paper

Greater detail on these options is available from the department's handbook and guidelines.

NOTE: Students should be aware that they must be registered during the session in which the comprehensive requirement is completed, and pay the designated fee. See Continuity of Registration, page 17.

Master of Education students can also pursue research in **"Work and Career"**, an area of study which is offered jointly by the Adult Education Program and the Counselling Psychology Program.

Further information about the Work and Career research area is available from:

Dr. Kiran Mirchandani, Adult Education Program
Telephone: 416-923-6641 ext. 2309
E-mail: kiran@oise.utoronto.ca

Master of Arts

A four-year University of Toronto degree in a relevant discipline or professional program, or its equivalent from a recognized university, with standing equivalent to a University of Toronto **mid-B or better** in the final year, is required for admission to the M.A.

The M.A. is a research-based degree which can be taken on a full- or part-time basis. Students normally would take eight half-courses, although additional courses may be required of some students. The courses usually would be at the 1000 level, and include at least four half-courses from the Adult Education Program. Students are normally required to take course AEC1100, the Introduction to Adult Education, as one of their first two courses. During their program of study, students in the M.A. are expected to have exposure to both qualitative and quantitative approaches to research. M.A. students complete a thesis which may lay the groundwork for doctoral research.

Doctor of Education

For admission information, see the Minimum Admission and Degree Requirements section, pages 20 - 25.

The Ed.D. degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career in a related field and who are preparing themselves for further leadership.

The Ed.D. can be taken either on a full- or part-time basis, but there is a minimum of one year of full-time study. Incoming students normally would take eight half-courses, including a four half-course major from the Adult Education Program. A minimum of four courses must be at the 3000 level, and it is recommended that the course AEC3102 (the doctoral thesis seminar) be taken at the beginning of the program of study. It is recommended that AEC3111 (Academic and Professional Seminar for Adult Educators), be taken soon after. All Ed.D. students are expected to take at least one specialized methods course, complete a comprehensive requirement and write a thesis.

Doctor of Philosophy

For admission information, see the Minimum Admission and Degree Requirements section, pages 20 - 25.

The Ph.D. degree program is designed to provide opportunities for advanced study in the theoretical foundations of adult education and in the application of such knowledge to educational practice. The Ph.D. is a full-time degree. Incoming students would begin as a cohort and would take six half-courses, which would include at least a four half-course major from the Adult Education Program. A minimum of four courses must be at the 3000 level, including course AEC3102 (the doctoral thesis seminar) which would normally be taken in the first semester of the program of study by the entire cohort. Ph.D. Students would also normally take AEC3111 (Academic and Professional Seminar for Adult Educators) and at least one specialized methods course. In addition, all Ph.D. students are expected to complete a comprehensive requirement and a thesis.

Centres

The following research centres are based in the Department:

- ✦ Centre for Arts-Informed Research
- ✦ Transformative Learning Centre

Through its faculty, the Department is also involved in other research centres at OISE/UT such as the Centre for the Study of Education and Work, and the Comparative, International and Development Education Centre. For more detailed information about these and other OISE/UT research and field centres, see pages 166 - 171 of this *Bulletin*.

Centre for Arts-Informed Research

Heads: Ardra L. Cole and J. Gary Knowles
Location: 252 Bloor Street West,
Rooms 7-188 and 7-186
Telephone: 416-923-6641 ext. 2497 & 2403
E-mail: acole@oise.utoronto.ca
OR
E-mail: jgaryknowles@oise.utoronto.ca
Website: http://home.oise.utoronto.ca/~aresearch

The mission of the Centre for Arts-Informed Research is to articulate, explore and support alternative forms of qualitative research and representation which infuse elements, processes and forms of the arts into scholarly work.

The purpose of the centre is to contribute to the advancement of the genre of arts-informed research; to create a context for emerging and established researchers to explore methodological issues associated with arts-informed research; to work toward the development of a local, national, and international community of arts-informed researchers; to promote open dialogue and collaboration among researchers, professional artists, communities, and schools; and to provide opportunities and spaces for public access to alternative forms of research.

Centre priorities include seminars, colloquia, exhibits, workshops, and conferences; publishing; a data base and resource library; funded research; art making support and facilities; coordination and support of research activities for faculty and students; international exchanges and exhibits; collaborations with art education institutions; connections with community organizations and the public and artist-in-residence programs.

Transformative Learning Centre

Head: Edmund O'Sullivan
Location: 252 Bloor Street West, Room 7-181
Telephone: 416-923-6641 Ext. 2592
E-mail: eosullivan@oise.utoronto.ca
Website: www.tlcentre.org

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. It looks at ways of combining inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. See page 170 for more information.

Departmental Research Areas

The Adult Education Program faculty, by virtue of interests, are grouped into four broad research areas, described below. This organization of the faculty is only intended as a guide for course selection. Students apply for entry to the Program as a whole. Students are free to select courses throughout the Adult Education Program as well as courses in other departments or Programs.

Aboriginal/Indigenous Education

Faculty
Eileen Antone, Laara Fitznor

Faculty in the Aboriginal/Indigenous Education research area underscore the value and diversities of Indigenous knowledges that demonstrate the conception of educational experience as lifelong holistic processes. Education is understood to encompass a cross spectrum of experiences from the local cultural/spiritual and geographic to international relationships across the World. Faculty place Aboriginal/Indigenous wisdom at the centre of Aboriginal education initiatives by drawing from Aboriginal/Indigenous Elders, traditional teachers, oral traditionalists, artists, craftspeople, and scholars whose bodies of work contribute to restoring the dignity of Aboriginal knowings and learning. Faculty approaches to Aboriginal/Indigenous Education take on de-colonizing methods of teaching, researching and service to the community while centering the concept of self-determination in working with Aboriginal communities. We attract educators from a variety of backgrounds whose work (teaching, research, service) may benefit or have an impact on the lives of Aboriginal/Indigenous peoples.

Community, International and Transformative Learning

Faculty
Bonnie Burstow, Laara Fitznor, J. Gary Knowles, Shahrzad Mojab, Karen Mundy, Roxana Ng, Edmund O'Sullivan, Jack Quarter, Daniel Schugurensky

Faculty in the Community, International and Transformative Learning research area share a concern for education, collective action, social justice and planetary survival. They understand learning and teaching to be a complex, multifaceted social, economic, political, cultural and spiritual endeavour. They bring varied perspectives including feminist, ecological, anti-colonial, anti-racist, marxist/socialist, indigenous, popular, and holistic education, liberation theology, community organizing, and community development (for example) to a rich dialogical learning experience informed by critical analyses and transformative visions.

Faculty with interests in transformative learning and education emphasize the local and the global/planetary aspects of all these educations and recognize the links between the varied issues on which they focus and between the various regions of the world. They support an environment where students of diverse backgrounds, experiences and perspectives and varying levels of expertise can challenge and support each other to broaden and deepen their approaches as they undertake research and contribute to knowledge in particular areas at either the master's or doctoral level on a part-time or full-time basis.

Knowledge and learning/teaching outside the academy are honoured and emphasis is placed on building strong, mutually beneficial connections with diverse individuals, groups and communities in Canada and abroad engaged in creating and disseminating this knowledge.

Faculty are also associated with the:
- Comparative, International and Development Education Collaborative Program (see pages 158 - 159)
- Comparative, International and Development Education Centre (CIDEC) (see page 168)
- Transformative Learning Interdepartmental Research Area (see page 164)

Creative Inquiry, Personal and Professional Learning

Faculty
Bonny Burstow, Ardra Cole, J. Gary Knowles

Faculty in the Creative Inquiry, Personal and Professional Learning research area promote and support the learning and work of educators and practitioners from diverse formal and informal educational settings such as communities, schools, colleges, health care institutions, and other organizational settings. In doing so, they emphasise a collaborative, relational, mutual orientation to learning, teaching and research and adhere to principles and practices of adult learning and teaching and feminist pedagogy. Central to faculty work is a commitment to inquiry-based learning which honours prior experience and autobiographical presence as starting points for learning and research.

The broad agenda of faculty in this research area relates to defining knowledge and ways of knowing in holistic ways. This involves expanding conventional notions of rational knowledge to include embodied, emotional and artistic ways of knowing. In research practice this means finding alternative methods of inquiry that move beyond conventional academic discourse to honour complex and multidimensional nature of the human condition and ways of making research-based knowledge more accessible to diverse audiences. Thus, faculty work focuses on incorporating creative processes and representational forms of the arts (e.g. poetry, literary prose, drama, music, installation art, photography, painting) into social science research. Students who work with faculty in Creative Inquiry, Personal and Professional Learning typically engage in inquiry-based learning and research with an explicit intention of personal, professional, or social transformation.

Workplace Learning and Change

Faculty
Nancy Jackson, Marilyn Laiken, Kiran Mirchandani, Shahrzad Mojab, Jack Quarter

Faculty in the Workplace Learning and Change research area support and are interested in: first, a transformative analysis of the workplace and, second, an examination of alternative approaches to workplace design. The first theme situates the workplace within a broader social framework, including the impact of various forms of hierarchies (for example, social class, gender, race and ethnicity) and related social policies upon the organization of work and the distribution of its resources. Some central issues include: the meaning of work in the modern world; the impact of hierarchical social relations upon such criteria as worker satisfaction, health and safety, creativity and productivity; the effects of globalization upon the workplace; and the impact of work upon the natural environment.

The second theme involves the study of models that seek to reduce workplace inequities. These alternative models attempt to achieve greater equality of power and remuneration; greater inclusivity; broader participation in decision-making; more reflective, responsive, and respectful work environments; greater workplace and economic democracy; a better informed workforce; a higher quality of working life; and more sustainable forms of production. This focus subsumes a broad interpretation of the workplace. It includes differing locations for work, such as the home and community, and non-formal as well as formal workplace arrangements.

Workplace Learning and Change faculty attract educators and other practitioners and researchers from the public, private and not-for-profit organizational sectors as well as from labour unions and cooperatives. They provide opportunities to study in such areas as: organizational consultation and development; equity leadership; industrial and labour relations; management and leadership development; organizational redesign; democratic decision-making; processes for organizational learning; organizational change management; workplace equity and inclusivity; workplace health and safety; employee ownership/co-cooperatives; labour studies; feminist analysis of work; the impact of technology; restructuring and the knowledge economy; social investment and social audit.

Faculty are also associated with:
- Learning and Work, an Interdepartmental Research Area (see pages 163 - 164)
- Learning, Work and Change, a research area in the Department of Sociology and Equity Studies in Education (see pages 119 - 120)
- The Centre for the Study of Education and Work (see page 167)
- The Intermdiate/Senior Alternate 4 Option (Education and Work) in the Initial Teacher Education Program (see page 35)
- The Work and Career Research Area, offered jointly by the Adult Education Program and the Counselling Psychology Program (see page 37)

Interdepartmental Research Areas

Aboriginal Education

The Adult Education Program along with the departments of Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education collaborate in this interdepartmental research area and in the development of Aboriginal education studies. The Indigenous Education Network (IEN) is the OISE/UT-wide forum for students and faculty to share common interests. The IEN office and the Aboriginal student caucus offices are located in this department. (See pages 179 - 180.)

Further information is available from:

Laara Fitznor
Telephone: 416-923-6641 ext. 2345
Fax: 416-926-4749
E-mail: lfitznor@oise.utoronto.ca

Transformative Learning

The Adult Education Program supports involvement in this OISE/UT-wide interdepartmental research area. (See page 164)

Certificate Programs

Certificate in Adult Education

This Certificate is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education contexts.

Students may pursue this Certificate on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses in this department.

Courses taken as a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto. Fees for the Certificate are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid (see Fees section, pages 172 - 173).

Further information is available from:

Amelia Nanni, Business Officer
Telephone: 416-923-6641 ext. 2379
E-mail: ananni@oise.utoronto.ca

Certificate in Adult Training and Development

Director: Marilyn Laiken
Location: 252 Bloor Street West, Room 7-112

This Certificate is designed for trainers, facilitators, leaders and managers who want to train or facilitate the learning of others. The program of study consists of the following five modules and a practicum.

- Understanding the Adult Learner
- Needs Assessment
- Instructional Design
- Presentation Design and Delivery
- Facilitation Skills

The Certificate in Adult Training and Development is awarded upon completion of all modules and a practicum dealing with all areas covered in the program. A Practicum Report must be submitted to the Program Director and the Practicum Supervisor for feedback and approval. Candidates have one year from the end of the program of study to complete their Practicum Report. Modules are offered by experienced trainers and consultants who are grounded in adult education theory and have worked in both the public and private sectors.
Tuition for the complete program of study for 2002/03 was approximately $3,210. Fees information is not yet available for 2003/04. Modules may be taken individually.

For further information and/or to register, contact:

E-mail: adulttraining@oise.utoronto.ca
Telephone: 416-923-6641 ext. 2558
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Website: www.oise.utoronto.ca/training/

Courses

The following list demonstrates the range of courses offered in the Adult Education Program. Not all of the courses listed are offered in any given year.

AEC1100H Outline of Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all master's degree students enrol in AEC1100H during the first term of their program.
D.Schugurensky, S. Mojab or staff

AEC1101H Program Planning in Adult Education

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
B.Burstow or staff

AEC1102H Community Development: Innovative Models

This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on nonprofit and cooperative approaches.
J. Quarter

AEC1103H Introduction to Research Methods in Adult Education

A critical examination of the research process. Qualitative and quantitative research approaches will be explored as an introduction to the formal inquiry process. Typically, students will be exposed to a range of research perspectives through conversational interviews, readings, and small group and whole class discussions. Students will begin to conceptualize their own research project. Particular attention will be given to fostering understandings of the ethical, procedural, and political implications of research work as well as an understanding of what it means to be "the researcher" and "the researched."
J.G. Knowles or staff

AEC1104H Community Education and Organizing

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.
A.R. Miles

AEC1106H Small-Group Experience and Theory

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.
Staff

AEC1107H Developing and Leading High Performing Teams: Theory and Practice

This course examines the application of small group theory and leadership models to team development within organizational settings. It addresses such issues as power and difference among members, equity in leadership, peer performance assessment, multi-rater feedback and team process consultation. It provides an opportunity to examine, both theoretically and experientially, the development of a team as it forms, confronts interpersonal and group conflict, and evolves from dependence on the team leader to interdependence and shared leadership among team members. This course is particularly relevant to current workplace designs, where matrix models, cross-functional team arrangements and ad hoc project teams dominate new organizational forms. The course is held on seven alternate weeks for a full day each session, in order to permit both conceptual exploration and the application of theory to actual team development.
M.E. Laiken

AEC1108H Adult Learning

Through reading, interviews, and self-reflection, students in this course will gain insight into adult learning, including self-directed learning. What, why and how do adults learn and change? What are the implications for educators?
M.E. Laiken or staff

AEC1110H Basic Processes in Facilitating Adult Learning

A theoretical and experiential study of adult learning processes, and of the procedures educators can use in group settings to enhance the development of learning processes. Students will explore personal, institutional and societal variables involved in adult learning, examine the factors that promote or hinder them, experience and analyze different teaching approaches, and develop a personal approach to the teaching/learning process.
D. Schugurensky or staff

AEC1113H Gender and Hierarchy at Work

This course will focus on gender processes in work settings. We will identify patriarchal rules and expectations which run through contemporary workplaces (factories, offices, homes, hospitals, shopfloors, etc.) and propose ways in which normalizing discourses which reify gender hierarchies can be challenged. The course will focus on how "gender," "race" and "class" can be conceptualized as processes rather than demographic attributes possessed by individual workers. We will trace the connections between gendered jobs and gendered workers and explore how individuals learn to "do gender" in organizational settings.
K. Mirchandani

AEC1114H Comparative and International Perspectives in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
D. Schugurensky, K.Mundy

AEC1117H Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
Staff

AEC1119H Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.
N.Jackson or staff

AEC1122H Practicum in Adult Education and Community Development (Pass/Fail)

This course provides an opportunity for students to put theoretical ideas they have learned in other courses into practice. Students will identify a placement setting, and develop a project in consultation with the instructor. The practicum can be situated within any setting (examples include schools, private sector organizations, community groups, hospitals, etc.). Students will also participate in a weekly seminar which will provide opportunity for support, feedback and reflection.
K. Mirchandani, M.E. Laiken or J.G. Knowles

AEC1125H Contemporary Issues in Adult Literacy

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.
N. Jackson

AEC1130H A Participant-Directed Seminar: Learning in Organizations

This course is intended for students who have an interest in exploring the dynamics and development of an organization which supports individual, group and systemic learning and change. Through designing and operating an organization intended to meet the learning needs of its members, participants learn experientially as well as theoretically about the "disciplines" of developing an organizational vision; sustaining personal mastery; engaging in team learning; examining mental models; and encouraging systems thinking.
M. Laiken or staff

AEC1131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

AEC1135H Practicum in Action Research for Organizational Change

This course provides an opportunity to enhance professional skills and knowledge in the use of action research methodologies to enable organizational learning and change. Students and instructor identify learning objectives, select field sites, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department.
Prerequisite: Permission of instructor, obtained at least two months before the course begins.
M. Laiken, K. Mirchandani or staff

AEC1137H Evaluation of Adult Education Programs

This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how an evaluation should be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.
Staff

AEC1141H Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development

This course provides a theoretical framework for the adult educator's work within organizational settings. A variety of methods, including readings, audiotapes, guest speakers and group discussion provide a broad overview of the evolution of Organization Development from early management theory to current practices in the field. The course offers an opportunity to evolve one's own perspective as a practicing or aspiring organization consultant and provides a good introduction for those new to the field.
M. Laiken or staff

AEC1143H Introduction to Feminist Perspectives on Society and Education

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with feminist analysis and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives and are interested in how gender intersects with race, class, and sexuality.
A.R. Miles or staff

AEC1145H Participatory Research in the Community and the Workplace

This course examines the theory and practice of conducting participatory and collaborative research that bridges the academic, workplace, and community divide, with an emphasis on research from feminist, anti-racist, and anti-colonial perspectives. In addition to readings, students will undertake a research project as part of the course requirement.
R. Ng or staff

AEC1146H Women, Globalization and Citizenship

This course will focus on the impact of globalization on women and citizenship. It will study current feminist approaches to the study of nationalism, multiculturalism, and identity. We will engage in a critical analysis of contemporary problems of gender and citizenship. Specifically, we will examine the link between globalization of socioeconomic relations and nation-states; the relationship between citizenship and nationality; and citizenship rights versus human rights. The course will offer a comparative and international perspective.
S. Mojab

AEC1148H An Introduction to Workplace, Organizational and Economic Democracy

This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.
J. Quarter

AEC1150H Critical Perspectives on Organization Theory, Development and Practice

Critical approaches to organizations focus on how workplace change and development is experienced by diverse groups of women and men who work within organizations. Through this course, students will have the opportunity to develop analyses of language, power and inequality in a variety of organizational settings (companies, factories, NGOs, community groups, government units, churches, schools, family businesses, etc.) We will explore the methods frequently used to "restructure" these organizations (such as downsizing, outsourcing, contingent just-in-time policies) as well as develop critiques of recent trends which emphasize "empowerment", "TQM", "organizational learning" and "reengineering".
K. Mirchandani

AEC1152H Individual Reading and Research in Adult Education: Master's Level

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.
Staff

AEC1156H Power and Difference in the Workplace

This course will offer a critical analysis of the place of power in sustaining inequalities in the workplace. It will look at the sources of power, its reproduction and persistence. The course will consider a variety of ways in which power is exercised in the workplace. Power will be examined as a multidimensional phenomenon including class, gender, sexuality, race and ethnicity. We will look at the ways in which the unequal distribution of power works to advantage or disadvantage certain groups of people. The course also will seek alternative approaches aimed at the establishment of an equitable workplace.
S. Mojab

AEC1160H Introduction to Transformative Learning Studies

This is the foundation course for Transformative Learning studies. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.
E.V. O'Sullivan

AEC1165H Poetry, Social Movements and Adult Learning

This course is designed to examine the role of poetry as a form of adult learning. It will consist of reading poetry that has come from the multi-centred world of transforming relationships and resistance, from new literate adults in Canada and elsewhere, from many forms of feminism, from the struggles of women and men of the African diaspora, from ecological movements, from solidarity movements and from democratic struggles in trade unions and elsewhere. The role of poetry in a variety of adult education settings from the informal to the formal will be explored. The course draws on theoretical links between adult education theory, social movement theory and poetics. It includes references to historic and contemporary uses of poetry and the spoken word in adult learning contexts.

Staff

AEC1170H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups.

A. Cole, J.G.Knowles, or staff

AEC1171H Aboriginal Education: Contemporary Policies and Programs

This course is designed to provide an interdisciplinary approach to the analysis of Aboriginal education in Canada. Emphasis is on understanding the influences of policies, programs, and institutions that affect the Aboriginal community in respect to Aboriginal education. One of the major data sources will be the report of the Royal Commission on Aboriginal Peoples. Aboriginal guest speakers will also comment on selected topics. Components of this course will include the Aboriginal world view; contemporary history/politics relevant to Aboriginal Peoples; and Aboriginal education and healing. Treaties were originally signed between First Nations and the Federal Government of Canada. These treaties for the most part have not been honoured. In this course we shall discuss the ways and means to redress this situation as we focus more specifically on issues relevant to Aboriginal education.

E. Antone or staff

AEC1173H Creativity and Wellness: Learning to Thrive

Theoretical perspectives on the development of one's sense of self, factors contributing to resiliency and vulnerability, and different approaches to coping with life stresses will be examined. Creative strategies for confronting challenges related to work, health, or personal growth issues will be explored.

Staff

AEC1175H Teacher Learning in School Contexts

The focus of this course is on schools as contexts for teacher learning. Students will explore relevant literature in the area of teacher development, and engage in a practical inquiry designed to explore the role of the school in facilitating ongoing learning and professional growth.

A. Cole

AEC1178H Practitioner/Ecological Identity and Reflexive Inquiry

The course is intended to initiate explorations of both practitioner and ecological identity. It is directed to a wide range of practitioners (including those working in environmental education) who have high regard for the place that values grounded in ecological and environmental responsibility may have in their professional practices. The course is writing intensive. A reflexive inquiry (autobiographical) process is the primary inquiry tool. The course activities are directed toward explorations of relevant personal history-based experiences and their meanings focusing, especially, on the place of experiences in particular (natural) ecological and environmental contexts - and the forming of subsequent sensitivities - in developing orientations to practitioners' work. Articulation of contemporary and forward looking perspectives about ecological and environmental issues as they pertain to the local (as well as regional and global) context of professional practice is expected.

J.G. Knowles

AEC1180H Aboriginal World Views: Implications for Education

In this course students will study philosophical views shared in Aboriginal thought that honours diversity of identities, culture and language, and geographic locations. Recent literature which highlights more than ever before culturally appropriate and culturally based Aboriginal education grounded in Aboriginal philosophies and the goal of self-determination will be explored. Central to understanding Aboriginal world views is the importance of drawing on and working with traditional wisdom related to the oral traditions, elders knowledge, and cultural symbols that speak to the 'teachings' (philosophies). Likewise, students will learn that critical to this process is placing this understanding in the context of Aboriginal Peoples' experiences with colonialism and oppression, and struggles for self-determination yesterday and today. This course will promote an understanding and appreciation of Aboriginal perspectives and explore strategies for integrating this knowledge into the work of educators. Students will be able to apply perspectives to their own research.

L. Fitznor

AEC1181H Embodied Learning and Qi Gong

The objectives of this course are to (a) disrupt prevailing western scientific knowledge and education that privilege the intellect (frequently equated with the mind) over the body-spirit; and (b) explore notions of embodiment and what it may mean to cultivate embodied ways of knowing and learning. We achieve these objectives by (i) reading and looking at relevant materials that conceptualize body-mind-spirit as an interconnected whole, with an emphasis on Traditional Chinese Medicine; (ii) recording our reflections in a journal; and (iii) conducting Qi Gong (a form of ancient Chinese breathing and meditative exercises) as an experiential way of exploring embodied learning. In addition to gaining knowledge from course contents, students will acquire skills in group process.

R. Ng or staff

AEC1182H Teaching, Learning, and Working in Nonprofits and Public Sector Organizations

The course will provide information, perspectives and frameworks within which critical issues facing the nonprofit and public sector can be understood. It will examine the organizational forms and accountability structures of organizations with a social purpose, as well as discuss the challenges faced by those within these organizations. The formal and informal practices of teaching and learning within nonprofit and public sector organizations will also be explored.

B.J. Richmond

AEC1400H Special Topics in Adult Education and Counselling Psychology

A course that will examine in depth a combined topic of particular relevance not already covered in regular course offerings in the department (by either the Adult Education Program or the Counselling Psychology Program). The topics will be announced each spring in the Winter Session and Summer Session timetables.
Counselling and/or Adult Education staff

AEC1405H Introduction to Qualitative Research (Part I)

This course articulates various theoretic groundings for qualitative research and helps students become conversant with a wide variety of qualitative methodologies (i.e., grounded theory, feminist interviewing, ethnography, participatory research, bibliographic analysis, and institutional ethnography.) Gathering of information through observation, participatory observation, dialogue, and collection of documents will all be considered. Emphasis is on both understanding and practice. Learners will design or codesign a concrete piece of research and take it through the ethical review process. They will also present on at least one methodology. In line with this, they will learn about ethical conundrums, about matching methodologies with objectives and values, about methods for choosing participants. There is special emphasis on becoming critically aware as researchers on understanding and integrating issues of power and difference.
B. Burstow or staff

AEC1406H Introduction to Qualitative Research (Part II)

This course begins where Part I leaves off. Learners will deepen their knowledge of a wide variety of qualitative research methodologies. They will gain skills interviewing, judging research, exploring dilemmas, and becoming critically aware as researchers. Their primary activity will be carrying out and completing the research project designed and approved in Part I. Giving and getting help from other classmates is an integral part of the process.
Prerequisite: AEC1405H
B. Burstow

AEC3102H Doctoral Thesis Course in Adult Education (Pass/Fail)

This course is designed to help doctoral students develop their thesis proposal and particularly the research problem.
NOTE: It is suggested that the course be taken at or near the beginning of the program.
J. Quarter or staff

AEC3103H Teaching about Global and Social Issues

This is a course that deals with issues around globalization, sustainable ecological development, social issues at both a global and local level dealing with diversities and social power. The course will also deal with North-South tensions in knowledge production and legitimization. There is also a concern to look at our present history from a planetary perspective that embraces post-colonial development issues, and feminism in the global context. There will be an emphasis on exploring and identifying teaching strategies dealing with the thematic issues of the course. Part of the class project will involve specific teaching projects that are relevant to the participants.
NOTE: Suggested background, courses AEC1146, AEC1160, AEC3104.
E.V. O'Sullivan

AEC3104H Political Economy of Adult Education in Global Perspectives

This course will examine adult education in global contexts with specific focus on "Third World" societies. It will offer a critical review of the relationship between adult education, modes of production, and state. In this course we will draw on Marxist, feminist, anti-racist, and ecological theoretical debates. Applying critical comparative analysis, the course will examine the role of adult education in liberation movements and democratization of state and society. We will study the role of adult education in building a dynamic civil society and challenges we are facing towards creating a democratic civil society.
S. Mojab, D. Shugurensky or staff

AEC3111H Academic and Professional Seminar for Adult Educators (Non-Credit)

(no course credit, attend/not attend) The general goals for the seminar are to orient graduate students to the work of faculty members, to foster scholarly relationships between faculty members and doctoral students, to help each thesis writer bring her/his research work to a clear focus, to create "a culture of thesis completion", to fuse academic and professional work, to encourage subsequent involvement in the field, and to develop ongoing, personal profession and development practices.
Prerequisite: Admitted as Doctoral student to Adult Education program.
Staff

AEC3113H Adult Education and Public Policy

This course will offer a critical framework for analyzing the role of modern Western democratic states in initiating, implementing, and ensuring equality of access and participation to members of marginalized groups. It examines the potential and limitations of public policy in areas such as, but not limited to, education, health, social and legal services, housing, and anti-racism.
S. Mojab

AEC3119H Global Perspectives on Feminist Education, Community Development and Community Transformation

The course provides an opportunity for students to study globally aware women's educational practice in community development and community transformation. It examines the general principles of this practice, the major challenges faced by practitioners in Canada and abroad, the growing regional and international women's networks supporting this practice, and current debates among women locally and within these networks.
A.R. Miles or staff

AEC3126H Transformative Education and the Global Community: Creativity and Social Change

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states - that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a global world community. A strong emphasis on global-ecology issues will be pervasive.
E.V. O'Sullivan or staff

AEC3131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

AEC3132H Special Topics in Women in Development and Community Transformation

This half course will be taught once a year by the current holder of the Dame Nita Barrow Distinguished Visitor position at OISE/UT. Each visitor will call on her own particular area of interest and experience to develop a course dealing with current issues of women, development, and community transformation in a global context and from a Southern perspective.
A.R. Miles and staff

AEC3138H Social Theories and Adult Education

This seminar examines adult education policies, programs and practices in the light of theories of social and cultural reproduction, as well as theories of social change. It also provides students with an opportunity to critically analyze both existing theories and their own assumptions. One of the goals of the seminar is to assist students with developing their theoretical framework for their thesis. Thus, students will be asked to take an active role in relating social theories to their research proposal.
D. Schugurensky or staff

AEC3140H Post-Colonial Relations and Transformative Education

This course examines how gender, race, ability, sexuality and class relations and identities are being reconfigured in contemporary societies to produce new forms of inequality and difference in this era of globalization, and how these relations are linked to ecological and economic issues. We begin by interrogating the ambiguity of the term, "post-coloniality," through the lens of the aboriginal peoples in Canada. Each year, we will look at one or

two aspects of globalization (e.g., migration, ecological and environmental issue). The potential and possibilities for transformative education are explored in light of the discussion undertaken.
R. Ng

AEC3152H Individual Reading and Research in Adult Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.
Staff

AEC3170H Perspectives on Qualitative Research: Part I

Students in this course will have opportunities to explore a variety of qualitative approaches to educational research, and to consider theoretical assumptions and methodological issues associated with each. The course is designed to facilitate the planning, preparation, and conduct of doctoral research.
A. Cole

AEC3171H Perspectives on Qualitative Research: Part II

This course is a continuation of AEC3170H. In Part II the various alternative approaches to educational research will be further examined with an applied focus. Emphasis will continue to be placed on issues associated with doing qualitative educational research and thesis writing.
Prerequisite: AEC3170H
A. Cole

AEC3172H Renewal in Adult Education

This course is based on the Spirit of Renewal framework. The values in the Spirit of Renewal - (1) Equity of expertise, (2) Synergy of sharing, (3) Positive orientation, (4) Continuity, (5) Contradiction, and (6) Human potential, will serve as the basis for participants to develop their own images and qualities of these beliefs. Once these images and qualities are shared, they will serve to develop action plans in whatever form of adult education the participants are concerned.
Staff

AEC3173H Effecting Change: Creating Wellness

Theory and practice in visualizing and initiating change in educational, community and work settings with special emphasis on fostering resiliency and wellness. Preventive models of service delivery based on collaborative problem solving approaches; dynamics of consultant and consultee relationships. Analysis of practicum experiences in educational or other contexts of students' choice.
Staff

AEC3176H Sense of Place in Professional and Natural Contexts

The course is intended to extend students' previous explorations of both "practitioner and ecological identity" through extensive readings, discussions and writing opportunities. It is directed to a wide range of professionals/practitioners (including those working in environmental education). These persons see potential places in their work contexts and lives, and their professional practices, for the clarification and expression of personal values grounded in ecological and environmental experience, knowledge, and responsibility. The course provides a context in which to examine a variety of published works by scholarly and literary authors, journalists, artists and those in the professions. These works articulate notions of "sense of place", "rootedness" in landscape (intellectual, professional, built, and natural), ecological/environmental identity, geopiety, and a range of other connected concepts and will form the basis for extending course participants' understandings and expressions of their own ecological/environmental identities and perspectives as they pertain to professional practice within their workplaces. The course is intended as an extension and expansion of AEC1178.
NOTE: Permission of instructor is required.
J.G. Knowles

AEC3177H Arts-Informed Perspectives in Educational Research

This course is intended for those interested in exploring and practicing alternative forms of qualitative research and representation. Arts-informed educational research is an emerging genre in the human sciences developed in response to the perceived inadequacies of conventional research methods for inquiring into and representing the complexities of human experience. As the course title suggests, arts-informed research is influenced by, but not rooted in, the arts disciplines. The course will focus on both theoretical underpinnings and issues associated with arts-informed approaches and on the use of various representational forms (e.g.,

readers theatre, fiction and nonfiction literary prose, poetry, screenplay, visual and performing art) in educational research. Students will be expected to conduct an exploratory or mini research project using arts-informed methods.
A.L. Cole and/or J.G. Knowles

AEC3179H Work, Technology and the Knowledge Economy

This course will focus on the ways in which technology structures work processes within the context of recent shifts towards the "knowledge economy". We will explore the nature of the knowledge economy, the position of knowledge workers, and the lengths between knowledge work and technology. This will allow us to assess the impact of technology on inequality, both locally and globally. The debates on technology and knowledge work will be explored in relation to issues such as the proliferation of internet spaces, educational technologies, transnationalism and cyberactivisms. Throughout the course we will study the racialized and gendered nature of technology, knowledge and work.
K. Mirchandani

Other courses accepted for credit

The following courses may be taken for credit in the Adult Education Program. For descriptions, see the relevant department course listings.

AEC3233H	Research Seminar in Career Development
SES1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications
SES2942H	Education and Work
SES2970H	Countering Myths About Aboriginal People through Multiple Medias
SES3951H	Political Economy, Cultural Forms and the Learning Society

With persmission from their advisor, Adult Education students can receive credit for research methods courses from other programs, towards their program requirements. For example, students wanting to take research methods courses in history or statistics, not offered in our program, may do so with the permission of their advisor and receive credit for those courses as part of their research methods requirement.

Counselling Psychology Program

The Counselling Psychology Program prepares students to work in a variety of counselling settings. The theoretical foundations of the Program emphasize: (a) a critical analysis especially with regard to gender, class, and ethnocultural background, and (b) an understanding and valuing of diversity in all its manifestations.

The Counselling Psychology Program offers three Fields of specialization:

- Counselling Psychology for Psychology Specialists (M.A., Ph.D.)
- Counselling Psychology for Community and Educational Settings (M.Ed., Ed.D.)
- Guidance and Counselling (M.Ed.)

Applicants should consider each Field in relation to eligibility criteria and their own areas of interest. General information and admission requirements for each Field are provided on the following pages.

Details on the specific program and degree requirements for each Field are contained in a brochure called ***Guidelines for the Counselling Psychology Program*** published each January and provided to newly admitted students at the time the Offer of Admission is made.

The Counselling Psychology Program normally begins in either the Summer or the Fall Session.

General Information

For application information and forms visit the Registrar's Office website: **http://ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:

Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Margaret Schneider, Counselling Program Coordinator
Telephone: 416-923-6641 ext. 2550
E-mail: mschneider@oise.utoronto.ca
OR
Gianeya Nesterova, Academic Liaison Officer
Telephone: 416-923-6641 ext. 2552
E-mail: gnesterova@oise.utoronto.ca

Admission Requirements

In addition to the minimum degree requirements described earlier in this publication, some degrees in this department will have specific requirements relative to the nature and length of the program of study. These will be found with the description of the degrees which follows. Applicants should always consult the Minimum Admission and Degree Requirements section, pages 20 - 25, as well as the special requirements for the program of study of their particular interest. MAT and GRE scores are not required for admission to any of the degrees in Counselling Psychology.

Although the minimum requirement for admission to a master's degree program is the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B,** students normally need a higher academic standing to compete effectively with the large number of well qualified applicants to be considered. Given the limited number of students this department may accept into the majority of its degree programs, not all eligible students can be admitted. Admission committees reserve the right to determine which applicants will be admitted to their degree program.

Normally, students apply to only one field within the Counselling Psychology Program and this should be indicated in their letter of intent. An applicant's file must be complete before it can be reviewed by the department.

Counselling and Psychoeducational Clinic

Co-Director: Judith A. Silver

The Clinic is a teaching facility supporting the OISE/UT graduate training program. The Clinic provides opportunities for students to work under the supervision of registered psychologists with adults and children in psychotherapy and counselling, psychological and educational assessment, remedial instruction, and innovative programming. Furthermore, the Clinic provides a setting and a framework for research as well as an up-to-date psychoeducational test library.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note that the professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. Only the following degree programs are designed to meet the academic requirements for registration by the College:

- M.A. Counselling Psychology for Psychology Specialists
- Ph.D. Counselling Psychology for Psychology Specialists

A requirement for admission to the M.A. is a University of Toronto four-year bachelor's degree in psychology or its equivalent. A requirement for admission to the Ph.D. is an M.A. in Counselling or Clinical Psychology after a University of Toronto four-year bachelor's degree in psychology or its equivalent.

For further information on registration as a Psychologist or Psychological Associate, contact:

The Registrar
College of Psychologists of Ontario
Suite 500, 110 Eglinton Avenue West
Toronto, Ontario M4R 1A3
Telephone: 416-961-8817
E-mail: cyarrow@cpo.on.ca

The Department of Adult Education and Counselling Psychology wishes to draw your attention to a policy statement by the College regarding independent practice by any psychology student for a fee:

> "By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the College of Psychologists of Ontario, a serious question of good professional judgement may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

Fields of Specialization

Counselling Psychology for Psychology Specialists

Master of Arts

The M.A. is designed for applicants interested in working in careers in a variety of psychological and educational settings as researchers or practitioners and meets the academic requirements for registration with the College of Psychologists of Ontario as a psychological associate. It also meets the needs of students who plan to apply to the Ph.D. in Counselling Psychology for Psychology Specialists. It is also designed to meet the academic requirements for registration as a psychologist with the College of Psychologists of Ontario. (See the Ph.D. degree on the following pages.)

NOTE: Admission to the M.A. does not guarantee admission to the Ph.D.

Admission Requirements

Admission is limited to applicants who have a University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better.** Applicants must also have taken one full course or two half-courses at the third- or fourth-year level in one or more of the following: learning, sensation, perception, cognition, thinking, motivation or emotion. It is strongly advised that students complete an undergraduate thesis in psychology as well as a history of psychology course prior to application to this degree.

Degree Requirements

The M.A. in Counselling Psychology for Psychology Specialists consists of eight half-courses, 500 hours of practicum and a master's thesis. The thesis is supervised by a faculty member. Students will plan their program of study according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Every program of study will include courses in counselling theory, practice, assessment, ethics, personality and cognitive assessment skills, and research methodology, as well as a practicum placement. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling).

Full-time on-campus study is required from September to April, which represents the Fall and Winter Sessions; however, students may begin their program of study in the preceding Summer Session. Normally, three half-courses are taken in each of the Fall and Winter Sessions and a maximum of two in the Summer Session. It is expected that all degree requirements will be completed within two years.

Doctor of Philosophy

The principal emphasis in this degree program is on the development of research and theoretical knowledge in counselling psychology, assessment skills, and knowledge and training in professional issues. Students are expected to carry out advanced research as well as to develop professional knowledge and skills in counselling psychology. Graduates of the degree program will be prepared to assume a variety of positions in psychological practice and research in schools and universities, in community settings, in agencies offering psychological services, and in university or college counselling centres.

Admission Requirements

The Ph.D. in Counselling Psychology requires the following:

a) A University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better**. It is strongly advised that students complete an undergraduate thesis in psychology as well as a history of psychology course prior to application to this degree.

b) Normally, a University of Toronto M.A. degree with specialization in Counselling Psychology for Psychology Specialists, or its equivalent, with standing equivalent to a University of Toronto **A- or better**.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper which is required at the time of admission.

Degree Requirements

Students will plan individual programs of study according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Progress in the program of study will be reviewed annually.

Five areas of essential course content for a professional training program in counselling psychology are:

- counselling and psychotherapy
- psychological measurement and statistics
- advanced research methods
- history and systems
- ethics and professional issues

Normally, eight half-courses will be required. The program of study must be taken on a full-time basis. Please note that the Counselling Program is currently adjusting course requirements to conform to the guidelines and principles for the American Psychological Association accreditation of programs in professional psychology.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 2,000 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation supervised by a full-time member of the Counselling Psychology faculty. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Comprehensive Examination

In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of the second year of full-time study. A reading list defining the required areas of knowledge is available.

The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in each of four areas of general psychology:

- the biological bases of behaviour
- the social bases of behaviour
- the cognitive/affective bases of behaviour
- individual differences.

The section on professional psychology is a comprehensive examination in the five areas of professional training:

- counselling and psychotherapy
- assessment
- statistics and research design
- psychometrics
- ethics and professional issues.

Counselling Psychology for Community and Educational Settings

Master of Education

The primary purpose of this degree program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs of study could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health and family life centres. The program of study provides the student with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association (CCA). Further information regarding the detailed requirements for CCC is available from CCA's web site at http://www.ccacc.ca/

Admission Requirements

a) a four-year University of Toronto bachelor's degree (from any area) or its equivalent, completed with standing equivalent to a University of Toronto **B+ or better**.
b) at least one year of relevant experience.

Degree Requirements

The M.Ed. in Counselling Psychology for Community and Educational Settings requires ten half-courses plus a comprehensive examination. Individual programs of study will be planned according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. The five half-courses required in Counselling Psychology will include one in counselling, group theory, ethics, and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling).

Master of Education students can also pursue research in the area of Work and Career which is offered jointly by the Counselling Psychology Program and the Adult Education Program.

Further information about this area is available from:

Charles P. Chen, Counselling Psychology Program
Telephone: 416-923-6641 ext. 2485
E-mail: cpchen@oise.utoronto.ca

NOTE: Applicants with any four-year bachelor's degree in psychology or with any four-year bachelor's degree which contains the psychology requirement equivalent - i.e. six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level - cannot apply for this degree. They can apply only to the M.A. in Counselling Psychology for Psychology Specialists.

Doctor of Education

Counsellor training in this degree emphasizes the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services in addition to the advanced study of counselling theory and practice. Graduates of this degree will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related, inservice training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of counselling services in an educational and community setting. Consult the department's guidelines about specific course offerings.

Admission Requirements

In addition to the minimum requirements for admission to Doctor of Education degrees found in the Minimum Admission and Degree Requirements section, pages 20 - 25, the Ed.D. in Counselling Psychology requires the following:

a) a University of Toronto four-year bachelor's degree (from any area) or its equivalent.
b) the applicant must normally hold an M.Ed. degree with specialization in Counselling Psychology for Community and Educational Settings or in Guidance and Counselling from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto **B+ or better**.
c) the applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.
d) applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper.

Degree Requirements

Students will plan their programs of study in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, six of which must be in Counselling Psychology.

Each student must complete a minimum of one year of full-time, on-campus study and, in addition, serve a period of internship in an appropriate setting.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 500 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Guidance and Counselling

Master of Education

The purpose of this degree is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this degree program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. The program of study provides the student with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association (CCA). Further information regarding the detailed requirements for CCC is available from CCA's web site at http://www.ccacc.ca/. Students completing this M.Ed. degree may have their degree credited toward Parts I and II of the Ontario College of Teachers' Specialist Certificate in Guidance. Further information is available from:

Ontario College of Teachers
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
Telephone: 1-888-534-2222
Fax: 416-961-8822
E-mail: info@oct.on.ca
Website: www.oct.on.ca

Applicants interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. in Counselling Psychology for Community and Educational Settings.

Admission Requirements

a) a four-year University of Toronto bachelor's degree or its equivalent, from any area, with standing equivalent to a University of Toronto **mid-B or better**;

b) teacher certification;

Degree Requirements

Candidates may pursue the M.Ed. degree on a full- or part-time basis. The requirements are ten half-courses plus a comprehensive examination.

The program of study, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the four half-courses required in Counselling Psychology every program of study must include counselling and group theory and a practicum experience. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling). Students are advised to check prerequisites for each course before selecting their program of study. Prerequisites are listed with the course descriptions.

NOTE: Students interested in graduate training beyond an M.Ed. degree should apply to the Ed.D. in Community and Educational Settings. (See pages 49 - 50.)

Courses

The following list demonstrates the range of courses offered in the Counselling Psychology Program. Not all of the courses listed are offered in any given year.

AEC1202H Personality Theories and Techniques in Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change.
NOTE: Full-time Guidance and Counselling students may take AEC1202H concurrently with AEC1203Y. Counselling students will have priority for enrolment in this course.
Staff

AEC1203Y Practicum I: Interventions in Counselling Psychology

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.
NOTE: Part-time students must be available one full weekday per week to fulfill the practicum requirement. All counselling practica must be done through OISE/UT. Practica done at other universities may not be considered as substitutes.
Prerequisite: AEC1202H, for Counselling students only. Full-time Counselling students may take AEC1203Y concurrently with AEC1202H.
M.A. Guttman, L. Stermac, J.E. Watson, J. Silver and staff

AEC1205H Individual Intellectual Assessment

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.
Prerequisite: Permission of instructor.
Staff

AEC1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity

This course will review the research findings and clinical case literature in selected areas of lesbian, gay, bisexual, and transgender psychology with reference to their implications for professional practice in counselling psychology. Particular emphasis will be given to the clinical and research implications of sexual orientation identity acquisition, bias crime victimization, same sex domestic violence, HIV/AIDS, gender dysphoria, and alcohol and substance use. Students will come to a greater appreciation and understanding of the special counselling needs of clients from differing sexual orientations and gender identities through a combination of lectures, seminar presentations, discussions, bibliographic and Internet research, and original student research projects.
J.R. Gillis

AEC1208H The Counselling Relationship

This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, countertransference, client and counsellor differences, contextual effects on the counselling relationship, responses to "difficult" clients, and ethical issues.
N. Piran

AEC1212H Psychological Aspects of Counselling and Teaching New Canadians

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.
Prerequisite: Permission of instructor.
Staff

AEC1214H Critical Multicultural Practice: Diversity Issues in Counselling

The course is designed to introduce students to the field of counselling in the context of a multi-cultural, multi-ethnic, multi-faith, multi-racial, multi-gendered and multi-abled society. The course seeks to define and locate multicultural counselling studies within the broader historical, economic, social and political contexts of mental health care. Through a critical examination of 'race', gender , ethnicity, sexual orientations, disability and social class students would establish an understanding of the theoretical and conceptual ideas that form the basis of practice with minority clients. Key concepts such as identity and multiple identities, power, stereotyping, discrimination, prejudice and oppression will be explored in relation to women, Aboriginal, ethnic minorities, lesbian, gay men and disabled clients. Through discussions, seminar presentations and experiential learning, the course will support the development of appropriate counselling skills and competencies to practice in a clinically anti-oppressive way.
R. Moodley

AEC1219H Ethical Issues in Professional Practice in Psychology

This course is an introduction to ethical issues in the professional practice of psychology. We will cover issues encountered in counselling, assessment, and research and will have opportunities to discuss ethical issues in teaching and organizational and community psychology. The goals of the course are: a) to familiarize students with the variety of issues they might encounter in their own work, b) to provide students with the skills and resources for ethical decision-making, c) to familiarize students with the codes, standards, and legislation which bear on ethical and legal issues.
NOTE: Open to Counselling Psychology students only.
M.S. Schneider

AEC1228H Individual and Group Psychotherapy: Family and Marital Counselling

This course will examine one of several contemporary models of psychotherapy for family and marital counselling.
Staff

AEC1229H Individual and Group Psychotherapy for Counselling

Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.
Prerequisite: Permission of instructor.
Staff

AEC1243H Seminar in Community Psychology and Community Development

The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
Staff

AEC1245H Brief Counselling Strategies

This course is intended to introduce students to recent developments in the theory and practice of brief counselling strategies with a particular emphasis on the Solution focussed model. The practice component of the course will involve learning how to apply brief counselling strategies and techniques to client problems in order to facilitate resolution in as brief a time as possible.
Staff

AEC1247H Practicum in Adult Counselling (Pass/Fail)

This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.
NOTE: Only available to students who enrolled prior to July 1997.
Staff

AEC1250H Fundamental Concepts of Psychosynthesis: Part I

This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course features experiential as well as didactic techniques.
Prerequisite: Permission of the instructor
Staff

AEC1252H Individual Reading and Research in Counselling Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

AEC1253H Feminist Issues in Counselling Psychology and Psychotherapy

This course examines the principles and practices of feminist therapy, theories of female development and the psychology of women. Special emphasis is placed on relational theories. Specialized techniques and their application to specific and diverse groups of women will be reviewed.
K. Jasper or staff

AEC1254H Contemporary Issues in Human Sexuality and Sex Education

This course will survey significant social issues in human sexuality, using a variety of theoretical perspectives, with attention to race, class and gender diversity. Ways of addressing the sexual information needs of people of all ages will be addressed.
M.S. Schneider

AEC1257H Females' Psychological Development

Both traditional and modern theories of aspects of human psychological development pertaining to females are critically examined. Special emphasis is placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
Staff

AEC1261H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work.
NOTE: For students enrolled in Counselling programs only.
Staff

AEC1262H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in schools, community colleges, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.
Staff

AEC1263H Seminar in Research Methods for M.A. students

Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE/UT.
NOTE: Limited to Counselling Psychology for Psychology Specialists students.
Staff

AEC1266H Career Counselling and Development: Transition from School to Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
C.P. Chen

AEC1267Y Advanced Practicum in Counselling

A continuation of AEC203Y, designed primarily for M.Ed. students.
Prerequisite: AEC1202H, AEC1203Y, and permission of instructor.
Staff

AEC1268H Career Counselling and Development: Transitions in Adulthood

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.
C.P. Chen

AEC1269H Use of Guided Imagery in Counselling and Psychotherapy

This is a course for students in the Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using guided imagery as a therapeutic tool.
N. Josefowitz

AEC1275H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of counselling psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

AEC1278H Cognitive Therapy

This course covers current theory and principles of cognitive therapy in the treatment of anxiety and depression. Special applications such as grief counselling, bereavement and post-traumatic stress disorders will be examined.
M. Rothstein

AEC1289H Community Mental Health

This course will survey current topics in community mental health and in the delivery of mental health services. Particular focus will be on services for diverse populations.
M.S. Schneider

AEC1400H Special Topics in Adult Education and Counselling Psychology

A course that will examine in depth a combined topic of particular relevance not already covered in regular course offerings in the department (by either the Adult Education Program or the Counselling Psychology Program). The topics will be announced each spring in the Winter Session and Summer Session timetables.
Counselling and/or Adult Education staff

AEC1405H Introduction to Qualitative Research (Part I)

This course articulates various theoretic groundings for qualitative research and helps students become conversant with a wide variety of qualitative methodologies (i.e., grounded theory, feminist interviewing, ethnography, participatory research, bibliographic analysis, and institutional ethnography.) Gathering of information through observation, participatory observation, dialogue, and collection of documents will all be considered. Emphasis is on both understanding and practice. Learners will design or codesign a concrete piece of research and take it through the ethical review process. They will also present on at least one methodology. In line with this, they will learn about ethical conundrums, about matching methodologies with objectives and values, about methods for choosing participants. There is special emphasis on becoming critically aware as researchers on understanding and integrating issues of power and difference.
B. Burstow or staff

AEC1406H Introduction to Qualitative Research (Part II)

This course begins where Part I leaves off. Learners will deepen their knowledge of a wide variety of qualitative research methodologies. They will gain skills interviewing, judging research, exploring dilemmas, and becoming critically aware as researchers. Their primary activity will be carrying out and completing the research project designed and approved in Part I. Giving and getting help from other classmates is an integral part of the process.
Prerequisite: AEC1405H
B. Burstow

AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

The course is intended for students who plan to conduct research in the fields of counselling or health promotion. Published research in these two domains will be reviewed, including treatment outcome and program evaluation, gender and diversity issues in counselling and health promotion. Students will be encouraged to consider their life experiences, values and worldviews in constructing their research plan.
N. Piran

AEC3215H Seminar in Counselling Psychology: Part I

Specific issues of counselling and psychotherapy are examined within an integrative framework. An in-depth examination of a counselling model will be included.
NOTE: Open to doctoral students in Counselling Psychology only.
J. E. Watson

AEC3216H Seminar in Counselling Psychology: Part II

This course will focus on the application of the counselling model introduced in 3215H. Students will be required to see clients and develop mastery in the use of theory and techniques. They will gain experience in case formulation, the application of marker-guided interventions and the development and maintenance of the therapeutic alliance.
Prerequisite: AEC3215H
Staff

AEC3217Y Practicum II: Interventions in Counselling Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.
NOTE: Open to Counselling Psychology students only.
N. Piran

AEC3218H Research Seminar in Counselling

A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyze and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.
NOTE: Open to Counselling Psychology students only.
L. Stermac

AEC3224H Individual Personality and Cognitive Assessment

This course serves as an introduction and orientation to issues in psychological assessment. The principles of appropriate and ethical testing are reviewed with emphasis on psychometric theory, test standards, multicultural competence, and communication of findings. Supervised practical experience is provided in the administration and interpretation of representative tests of intellectual achievement, personality, neuropsychological, and occupational functioning to adults.
NOTE: Open to Counselling Psychology for Psychology Specialists students only.
J.R. Gillis or staff

AEC3225H Assessment and Diagnosis of Personality and Psychopathology

This course serves as a continuation of 3224H, with a focus on the critical analysis and in-depth understanding of selected theories of personality and diagnostic systems. Within this context, the results of personality inventories, standardized diagnostic interviews, behavioural measures, and neuropsychological tests will be used to prepare case formulations and treatment plans for adults.
Prerequisites: AEC3224H and 3258H (Stermac's)
NOTE: Open to Counselling Psychology for Psychology Specialists Doctoral students only.
J.R. Gillis or staff

AEC3233H Research Seminar in Career Development

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
M.A. Guttman or staff

AEC3234Y Research Seminar in Multicultural Studies

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyze, and redesign representative studies in the multicultural literature. It is expected that for many students the review and research design will lead to the development of thesis proposals.
R. Moodley

AEC3243H Fundamentals of Psychoanalysis: Part I

This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
Staff

AEC3253H Individual Reading and Research in Counselling Psychology: Doctoral Level

Description as for AEC1252.
Staff

AEC3258H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of Counselling Psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

AEC3260H Psychopathology and Diagnosis

This course is designed to provide an in-depth understanding and working knowledge of the defining characteristics of major clinical/psychological disorders as well as current diagnostic systems and practices. Students will develop skills in synthesizing clinical material and formulating/making differential diagnoses based on the Diagnostic and Statistical Manual of Mental disorders (DSM-IV-TR). The course will also provide some opportunity to critically examine current theories and etiological perspectives on psychopathology with attention to gender and cultural issues. The course material will include video recordings for illustration of diagnostic issues and clinical syndromes as well as for practice purposes.
NOTE: For Ph.D. students in Counselling Psychology only.
L. Stermac

AEC3266H Seminar: Applications of Psychological Analysis and Research Methods

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analyzed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals.
Staff

Other courses accepted for credit

The following courses may be accepted for credit in the Counselling Psychology Program. For descriptions, see the relevant department's course listing.

AEC1173H	Creativity and Wellness: Learning to Thrive
AEC3173H	Effecting Change: Creating Wellness
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
HDP3204H	Contemporary History and Systems in Human Development and Applied Psychology. **NOTE:** This course is available only to Ph.D. students in the Field of Counselling Psychology for Psychology Specialists (Available alternate years.)

Curriculum, Teaching and Learning (CTL)

The Department of Curriculum, Teaching and Learning is the largest of five departments within OISE/UT. With a diverse community of approximately 100 tenured and tenure-stream faculty, the department offers a wide range of graduate courses and programs relating to academic scholarship and professional practice.

The following graduate Programs are offered by the CTL Department:

- Curriculum (M.Ed., M.A., Ed.D., Ph.D.)
- Master of Arts in Teaching (M.A.(T.))
- Master of Teaching in Human Development and Curriculum (M.T.)
- Measurement and Evaluation (M.Ed., M.A., Ed.D., Ph.D.)
- Second Language Education (M.Ed., M.A., Ed.D., Ph.D.)
- Teacher Development (M.Ed., M.A., Ed.D., Ph.D.)

The Department also offers the following Collaborative Programs:

- Collaborative Program in Comparative, International and Development Education (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Environmental Studies (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Women's Studies (M.Ed., M.A., Ed.D., Ph.D.)

There are numerous opportunities for research and field development in the Department of Curriculum, Teaching and Learning. Several internal research centres are associated with the department, including:

- Centre for the Advancement of Measurement, Evaluation, Research and Assessment
- Centre for Franco-Ontarian Studies
- Centre for Teacher Development.
- Comparative, International and Development Education Centre
- Imperial Oil Centre for Studies in Science, Mathematics and Technology Education
- International Centre for Global Education
- Modern Language Centre

Many CTL faculty are oriented toward field-based practice, and numerous courses are offered off-site or through distance learning modes.

General Information

For application information and forms visit the Registrar's Office website: **http://ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:

Linda Pereira, Liaison Officer, Registrar's Office,
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2583
Fax: 416-323-9964
E-mail: lpereira@oise.utoronto.ca

Academic Information

For academic information, contact:

Harriet Hori, Graduate Studies Liaison
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 2603
Fax: 416-926-4744
E-mail: hhori@oise.utoronto.ca

Off-Campus Information

For academic information regarding off-campus courses, contact:

Theresa Oliveira, Academic Programs Officer
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 2747
Fax: 416-926-4744
E-mail: toliveira@oise.utoronto.ca

Chair of the Department

Dennis Thiessen, D.Phil. (Sussex)
Professor
(curriculum and school change, student and teacher perspectives, teacher education)

Associate Chair of the Department

TBA

Faculty

Francis Ahia, Ph.D. (Toronto)
Assistant Professor; cross-appointed from the Transitional Year Program

Johan L. Aitken, Ph.D. (Toronto)
Professor Emeritus
(teacher education and development; feminist studies; literary theory, language, and literature across the curriculum, including children's literature and English and textual studies at all levels)

Guy Allen, Ph.D. (Toronto)
Senior Tutor; Director, Professional Writing Program, University of Toronto at Mississauga
(Language and pedagogy; narrative; psychoanalytic theory; teaching writing and literacy; science/technology and writing; writing and mental health; innovative curriculum)

Andy Anderson, Ph.D. (Michigan State)
Associate Professor
(physical and health education; learning strategies)

Mary Beattie, Ed.D. (Toronto)
Associate Professor
(teachers' professional knowledge; professional development; narrative and arts-based inquiry)

Clive M. Beck, Ph.D. (New England)
Professor
(teacher education; practitioner inquiry; theory of schooling; teacher development; school renewal)

Nathalie Bélanger, Ph.D. (Sorbonne)
Assistant Professor; Coordinator, Franco-Ontarian Studies in Education; cross-appointed from Sociology and Equity Studies in Education
(inclusive education; sociology of special education; social process of inclusion and exclusion in French and English speaking schools and societies)

John Lawrence Bencze, Ph.D. (Toronto)
Assistant Professor
(students' and teachers' expertise in problem-solving in Science and Technology and related pedagogies; action research; naturalistic education and research)

Barrie Bennett, Ph.D. (Oregon)
Associate Professor
(integration of multiple models of teaching to instruction; behavioural management; organizational change)

Kathy Bickmore, Ph.D. (Stanford)
Associate Professor; cross-appointed to Sociology and Equity Studies in Education
(conflict resolution and controversial issues education; education for democracy, peace, social justice/equity; social studies; international comparative perspectives)

David Booth, M.Ed. (Durham)
Professor Emeritus; Teacher Education Programs
(drama in education; interdisciplinary arts education; teacher education)

Clare Brett, Ph.D. (Toronto)
Associate Professor
(technology and learning in elementary, secondary and post-secondary contexts, including teacher education and asynchronous learning environments, reading and writing development)

Linda Cameron, Ed.D. (Toronto)
Associate Professor
(early childhood; language and literacy; children's literature; ESL issues; parenting; adaptive instruction; holistic and aesthetic education; teacher education)

Ruth A. Childs, Ph.D. (North Carolina)
Assistant Professor
(educational assessment; psychometric methodology; computerized testing; testing policies)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'études Politiques (Paris)
Professor
(minority-language education and Franco-Ontarian studies; international, multicultural, and human rights education; computer-assisted instruction in first and second language)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(mathematical education; holistic education; holistic approaches in the mathematics curriculum; computers in the curriculum)

Carola Conle, Ph.D. (Toronto)
Associate Professor
(narrative inquiry; narrative curriculum; social foundations of curriculum, ethics and imagination)

F. Michael Connelly, Ph.D. (Chicago)
Professor Emeritus
(personal-practical knowledge, narrative research methods, and stories of experience with reference to classroom studies, teacher thinking, and policy implementation; scientific inquiry as a basis for science curriculum)

Karyn Cooper, Ph.D. (Alberta)
Assistant Professor
(teacher knowledge and classroom practice; aesthetic education; interpretive research methods)

Alister Cumming, Ph.D. (Toronto)
Professor; Head, Modern Language Centre, cross-appointed to Human Development and Applied Psychology
(English as a second/foreign language; language learning, instruction and curriculum; writing in second languages; evaluation)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

Marcel Danesi, Ph.D. (Toronto)
Professor; cross-appointed from the Department of Spanish and Portuguese

Vivian Darroch-Lozowski, Ph.D. (Alberta)
Professor
(aesthetics of thought and artistic practice; language and the body)

Lynn Davie, Ph.D. (Wisconsin)
Professor
(instructional design in distance education; computer applications; computer-supported qualitative analysis; adult learning)

C. T. Patrick Diamond, Ph.D. (Queensland)
Professor
(post-modern arts-based, narrative inquiry; qualitative research methods; personal construct theory; teacher knowledge and development; classroom studies)

Jo-Anne Dillabough, Ph.D. (McGill)
Assistant Professor
(feminist theory and education; social movements and curriculum theory; women's social history and educational practices; gender, higher education and educational policy; cultural politics of education; gender, poverty and youth culture)

Lorna M. Earl, Ph.D. (Western)
Associate Professor, cross-appointed from Theory and Policy Studies in Education

D. Mark Evans, M.A. (McMaster)
Senior Lecturer; Coordinator, Initial Teacher Education Programs (Secondary)
(models of teaching; social studies education; citizenship education; international education; teacher education and development)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor; Head, Comparative, International, and Development Education Centre; cross-appointed to Adult Education and Counselling Psychology
(comparative and international education; planning education for social development, especially in developing countries; comparative teacher development; education policy studies; evaluation of reform projects)

Grace Feuerverger, Ph.D. (Toronto)
Associate Professor
(multicultural perspectives in teacher education; ethnic identity maintenance and language learning; attitudes to heritage language learning; cultural and linguistic diversity in classrooms)

Normand J. Frenette, Ph.D. (Montreal)
Associate Professor (Retired)
(general curriculum; cultural determinants of the curriculum; development of curriculum policy; minority education; Franco-Ontarian studies)

Antoinette Gagné, Ph.D. (Toronto)
Associate Professor
(second language teaching and learning; English as a second/foreign language; second language education; program/curriculum development; school and classroom based research)

Kathleen Gallagher, Ph.D. (Toronto)
Assistant Professor
(reflective-practitioner research; arts education and teacher development; arts community partnerships; girls and secondary schooling, feminist theory; critical drama/theatre pedagogy; equity-centered teaching)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Associate Professor
(Franco-Ontarian education; qualitative analysis; gender and education; multiculturalism and French-language education; curriculum policy; school and society)

Esther Geva, Ph.D. (Toronto)
Associate Professor; cross-appointed from Human Development and Applied Psychology

Wanja Gitari, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Transitional Year Program
(cognitive continuity in science learning; access, equity and retention in science education; socio-cultural context of science education; indigenous and everyday knowledges)

Tara Goldstein, Ph.D. (Toronto)
Associate Professor; Director of Student Services
(anti-discriminatory education in school settings; education of immigrant/ESL students; ethnography; qualitative research methods)

Gila Hanna, Ph.D. (Toronto)
Professor Emeritus
(data analysis and statistics; mathematics education)

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor; Head, OISE/UT Midwestern Centre, Cross appointed from Theory and Policy Studies in Education

Rena Helms-Park, Ph.D. (Toronto)
Associate Professor; cross-appointed from the Division of Humanities, University of Toronto at Scarborough

Beth Herbel-Eisenmann, Ph.D. (Michigan State)
Assistant Professor
(mathematics education; discourse and norms in middle-level mathemetics; teaching/learning algebra; textual analysis)

James G. Hewitt, Ph.D. (Toronto)
Assistant Professor
(computer supported learning environments; electronic discourse; distance education; instructional design; science education)

Suzanne E. Hidi, Ph.D. (Toronto)
Associate Professor
(research and evaluation of writing; interest and the curriculum; science education and gender differences; attention, memory, and electro-physiological measurements)

Derek Hodson, Ph.D. (Manchester)
Professor; Director of the Centre for Studies in Science, Mathematics and Technology Education
(history, philosophy and sociology of science curriculum; school-based assessment and curriculum evaluation strategies; concept development in science and technology)

Peter Jaeger Ph.D (University of Western Ontario).
Assistant Professor; cross appointed from the Professional Writing Program, University of Toronto at Mississauga.
(literary and cultural theory; contemporary poetics)

Anne Jordan, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(policies and practices in special education delivery; effective teaching in inclusive classrooms, collaboration and resource support)

Brendan Kelly, Ed.D. (Toronto)
Professor Emeritus
(mathematics education; applications of technology to mathematics instruction; curriculum design in mathematics; evaluation procedures and techniques)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed to Theory and Policy Studies in Education
(analysis of teaching; classroom interaction; pedagogical knowledge; professional development; science education)

Mary Kooy, Ph.D. (Simon Fraser)
Associate Professor
(English education; response to literature; narrative/inquiry; oral and written discourse; teacher development education)

Clare Kosnik, Ph.D. (Toronto)
Associate Professor; Coordinator, Initial Teacher Education Programs (Elementary)
(teacher as researcher; language arts; values in education; initial teacher education)

Normand Labrie, Ph.D. (Laval)
Professor; Head, Centre for Franco-Ontarian Studies (CREFO)
(minority language issues; psycho - and sociolinguistics)

Tony C. M. Lam, Ph.D. (Washington)
Associate Professor; Head, Centre for the Advancement of Measurement, Evaluation, Research and Assessment CAMERA
(applied measurement; program evaluation; performance-based assessment)

Sharon Lapkin, Ph.D. (Toronto)
Professor
(French as a second language research; bilingual education; second-language writing)

Robert K. Logan, Ph.D. (MIT)
Associate Professor, cross-appointed from the Department of Physics, University of Toronto

Jean S. Mason, Ph.D. (McGill)
Assistant Professor; cross-appointed from the Professional Writing Program, University of Toronto at Mississauga
(hypertext theory, intellectual and socio-cultural dimensions of the Internet, language and literacy, writing theory/practice, communication in knowledge-building, multiple intelligences, curriculum development/delivery, bibliotherapy, literature and learning, history of ideas)

Douglas E. McDougall, Ed.D. (Toronto)
Assistant Professor
(mathematics education; applications of technology to teaching and learning; computer applications in the curriculum; computer-supported qualitative analysis; teacher education)

Donna McGhie-Richmond, Ph.D. (Toronto)
Lecturer, cross-appointed to Human Development and Applied Psychology
(special education and inclusion; adaptive instruction; teacher education; augmentative and alternative communication; assistive technology for learning)

Robert S. McLean, Ph.D. (Carnegie-Mellon)
Professor
(the Internet; computer technology; curriculum uses of computers; instrumentation; software development; virtual reality)

Jack Miller, Ph.D. (Toronto)
Professor; Head, OISE/UT Southern Centre
(holistic education; spirituality in education; curriculum orientations; contemplation in educational settings)

Robert Morgan, Ph.D. (Toronto)
Associate Professor
(cultural studies and critical pedagogy; media education; critical theory and history of English studies; cultural theory)

Philip Nagy, Ph.D. (Alberta)
Professor Emeritus
(measurement; evaluation; data analysis)

Martina Nieswandt, Ph.D. (Kiel)
Assistant Professor
(science education; conceptual change in science; classroom processes; writing in science; gender and science education; history and development of science)

Shizuhiko Nishisato, Ph.D. (North Carolina)
Professor Emeritus
(psychometrics and analysis of categorical data [dual scaling])

Erminia Pedretti, Ph.D. (Toronto)
Associate Professor; Associate Director, Imperial Oil Centre for Studies in Science, Mathematics and Technology Education
(science education; science-technology-society education; learning science in school and non-school settings such as museums and science theatres; action research; teacher development)

John R. Percy, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Astronomy, University of Toronto at Erindale

Shelley Peterson, Ph.D., (Alberta)
Associate Professor
(socio cultural dimensions of literacy learning in primary/junior/intermediate writing classrooms and in classroom and large-scale writing assessment)

Carol Rolheiser, Ph.D. (Oregon)
Associate Professor; Associate Dean, Academic Development
(teacher education; program development; cooperative learning and other models of teaching/learning; alternative approaches to assessment and evaluation; educational change)

John A. Ross, Ph.D. (McMaster)
Professor; Head, OISE/UT Trent Valley Centre
(curriculum development; school change; program evaluation)

Marlene Scardamalia, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

David Selby, Ph.D. (Birmingham)
Professor; Head, International Institute for Global Education
(global education; human rights education; education and the rights of the child; humane education; environmental education; life skills education)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE/UT Northwestern Centre; Field Centre Division Head; and Coordinator, Technology Mediated and Off-Campus Programs
(curriculum implementation and evaluation; coaching as an implementation strategy)

Lesley Shore, Ed.D. (Toronto)
Assistant Professor
(secondary English, adolescent girls and reading; technology, media and cultural studies; teacher development; philosophy of literature; critical thinking through holocaust literature

Roger I. Simon, Ph.D. (Yale)
Professor, cross-appointed from the Department of Sociology and Equity Studies in Education

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor, Professional Programs and Off-Campus Studies; cross-appointed to Theory and Policy Studies in Education
(curriculum and teachers' lives; curriculum development for gifted learners; historical evolution of curriculum in the secondary schools of Ontario; gender issues and education)

Nina Spada, Ph.D. (Toronto)
Professor
(second language acquisition, classroom-centred research in L2 teaching and learning, English as a second language, psycholinguistics)

Keith E. Stanovich, Ph.D. (Michigan)
Professor; cross-appointed from Human Development and Applied Psychology

Paula Stanovich, Ph.D. (Toronto)
Associate Professor
(special education and inclusion; adaptive instruction; effective teaching; teacher beliefs; initial teacher education; elementary language arts)

Suzanne Stiegelbauer, Ph.D. (Texas)
Associate Professor
(visual arts; Aboriginal issues and arts; educational change; social context of education; strategies in initial teacher education; anthropology)

Merrill K. Swain, Ph.D. (California at Irvine)
Professor; cross-appointed to the Department of Linguistics
(applied linguistics, psycholinguistics; bilingualism and bilingual education; L2 classroom research; sociocultural theory and L2 learning)

Heather Sykes, Ph.D. (UBC)
Assistant Professor
(teacher's life history; issues of sexuality in physical education and sport; poststructural, queer and feminist theories)

Peter Trifonas, Ph.D. (British Columbia)
Assistant Professor
(critical literacy; curriculum theory; philosophy of education; social and cultural studies)

Joyce A. Wilkinson, Ph.D. (Minnesota)
Associate Professor; cross-appointed to the Graduate Centre for the Study of Drama
(holistic personal, creative and cultural development through play, drama, the arts; holistic arts therapies; Canadian children's literature; imaginal thinking and creative interdisciplinarity)

Dale M. Willows, Ph.D. (Waterloo)
Professor; cross-appointed from Human Development and Applied Psychology

David Wilson, Ph.D. (Syracuse)
Professor; cross-appointed to Adult Education and Counselling Psychology; and Theory and Policy Studies in Education
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

Eileen Winter, Ph.D. (Queen's University - Belfast)
Senior Lecturer, cross-appointed to the Department of Human Development and Applied Psychology

Richard G. Wolfe, B.A. (Wisconsin)
Associate Professor
(data analysis and statistics; research and school applications of computers; achievement surveys)

Earl Woodruff, Ph.D. (Toronto)
Associate Professor, cross-appointed from Human Development and Applied Psychology

Professors Emeriti

Arnold Bowers, M.Ed. (Queen's)
Stacy Churchill, Ph.D. (London)
Don Fraser, M.A. (Toronto)
Donald I. Galbraith, M.Ed. (Toronto)
David Garth, B.Com. (Queen's)
Birgit Harley, Ph.D. (Toronto)
Natalie Kuzmich, M.A. (Toronto)
Leslie D. McLean, Ph.D. (Wisconsin)
H. Howard Russell, Ed.D. (Toronto)
Ronald Silvers, Ph.D. (Princeton)
Ross E. Traub, Ph.D. (Princeton)
Elgin Wolfe, M.Ed. (Toronto)

Distance Education

The Department of Curriculum, Teaching and Learning offers some sections of existing courses via distance learning (audio conferencing and computer conferencing) or off-campus in locations such as Kitchener, London and Peterborough. Additionally, off-campus and technology-mediated courses are offered through the Curriculum Program.

For further details regarding off-campus and distance learning courses, contact:

Wayne Seller, Head, Field Division and Coordinator of Technology-Mediated and Off-Campus Programs
OISE/UT Northwestern Centre
Telephone: (807) 475-8110
Fax: (807) 475-8149
OR
Theresa Oliveira
CTL Academic Programs Officer
Telephone: 416-923-6641 ext. 2747
Fax: 416-926-4744
E-mail: toliveira@oise.utoronto.ca.

Studies in French

The Department also offers on-campus and distance education courses in the French language in cooperation with the Department of Sociology and Equity Studies in Education.

For further details, see the Études franco-ontariennes en éducation Interdepartmental Research Area (page 162) or contact Nathalie Bélanger, Coordinator, French Language Studies or Theresa Oliveira (see above).

Curriculum Program

The Curriculum Program is a forum for systematic reflection on the substance (subject matter, courses, programs of study), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: what should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

NOTE: Applicants wishing to participate in any of CTL's three Collaborative Programs should select the Curriculum Program and the desired Collaborative Program when completing their application form. See the Application for Admission Form A(1), section 18.

Degrees

Master of Education

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Applicants are accepted under the general regulations, which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. The M.Ed. program of study consists of eight half-courses, four of which are normally undertaken in the Program, plus a Major Research Paper (MRP), and may be taken on a full- or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within six years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 20 - 25.)

In the Statement of Intent, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested.

Master of Arts

This degree is designed to provide academic study and research training related to fields of professional specialization in curriculum. Applicants are accepted under the general regulations. Admission normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. degree program. The M.A. may be taken on a full- or part-time basis and consists of eight half-courses, four of which are normally undertaken in the Program, and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within five years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 20 - 25.)

In the Statement of Intent, applicants should state the reasons they wish to undertake a research-oriented program of study in curriculum. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested.

Doctor of Education

This degree is intended for established practitioners in positions which involve responsibility for curriculum design and implementation. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence.

Ordinarily, applicants will have a minimum of three years professional experience in education prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission. The Ed.D. program of study normally consists of eight half-courses, four of which must be undertaken in the Program. Additional courses may be required of some candidates. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program of study includes one year of full-time study but may be initiated on a full-time or part-time basis. All requirements for the degree must be completed within six years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 20 - 25.)

In the Statement of Intent, applicants should state the reasons they wish to undertake a professional doctoral program in curriculum. The interests or problems to be pursued during his or her period of study should be specified. Prior research and development experiences should be briefly described.

Doctor of Philosophy

The Ph.D. is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program of study normally consists of six half-courses, four of which are ordinarily undertaken in the Program. Additional courses may be required of some candidates. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ph.D. program of study must be initiated on a full-time basis and requires two consecutive years of full-time study. All requirements for the degree must be completed within six years from first enrolment. (See the Minimum Admission and Degree Requirements section for other admission and degree requirements, pages 20 - 25.)

In the Statement of Intent, applicants should state the reasons they wish to undertake training in scholarly inquiry. The interests or problems to be pursued during his or her period of study should be specified. Prior research and development experiences should be described.

Departmental Research Areas

Curriculum Program course offerings reflect the diverse interest of faculty and cover several research areas.

1. Adaptive Instruction and Special Education

This research area considers characteristics of curriculum and instruction and their adaptation to meet the needs of diverse learners in modern classrooms. Courses in this area focus on teachers, and the skills, resources and supports required to meet a variety of student needs in the classroom, including the integration of students with disabilities. Faculty research interest include effective instruction in inclusive classrooms, integration/inclusion, assessment and testing policies and practices for students with special needs, curriculum development for gifted learners, collaboration in school settings, and comparative and sociological issues in special education.

Courses in this research area have numbers in the CTL1400 series (masters level) and CTL1880 series (doctoral level). (N. Bélanger, A. Jordan, E. Smyth, P. Stanovich, K. Stanovich, D. Willows)

2. Computer Applications

This research area examines theories, practices and technology of digital applications in teaching and learning. The focus is on integrating the technology in the curriculum and the development of constructivist learning environments at all levels of education. Courses in this area deal with learning theories, implementation issues, educational and psycho-social impacts, and technical understanding. Faculty research interests are broad and address a variety of current issues, including: the integration of new technologies into constructivist learning environments; the use of Internet resources for support of health care; computer mediated distance education; knowledge building in intentional learning environments; the effects of different knowledge structures in computer conferencing environments. Courses in this research area have numbers in the CTL1600 series (masters level) and CTL1920 series (doctoral level).
(R. Cohen, L. Davie, J. Hewitt, D. McDougall, R. McLean, M. Scardamalia, R. Wolfe, E. Woodruff)

3. Curriculum Studies

This research area examines a wide variety of issues including; curriculum policy studies, such as the relationship between schools and society, what the curriculum should contain, and the conditions for structuring curriculum. Some faculty, especially those with an orientation toward the field, focus on educational practices, linking theory and practice to working and learning environments. Others concentrate on language, literacy and literature across the curriculum and investigate the role of language as text and as process in relation to curriculum as a whole. Courses in this research area have numbers in the CTL1000 series (masters level) and CTL1800 series (doctoral level).
(A. Anderson, B. Bennett, L. Cameron, C. Conle, M. Connelly, K. Cooper, J. Dillabough, N. Frenette, K. Gallagher, L. Hannay, S. Hidi, J. Miller, R. Morgan, S. Peterson, C. Rolheiser, J. Ross, D. Selby, W. Seller, L. Shore, E. Smyth, H. Sykes, D. Thiessen, M.W. Wahlstrom)

4. Holistic and Aesthetic Education

Holistic and Aesthetic Education recognizes the interconnectedness of body, mind, emotions, and spirit. Learning is viewed as an experiential, reflective, organic process; making connections is seen as central to curriculum processes. An aesthetic perspective and the process of building knowledge through inquiry are seen as integral to all forms of education and life itself. Creative tools and webs of communication are explored within this context. Courses in this research area have numbers in the CTL1100 series (masters level) and CTL1820 series (doctoral level).
(M. Beattie, D. Booth, L. Cameron, R. Cohen, V. Darroch-Lozowski, K. Gallagher, J. Miller, R. Silvers, S. Stiegelbauer, J. Wilkinson)

5. Science, Mathematics and Technology Education

This research area includes a wide range of teaching and research interests. Courses address a spectrum of significant issues in contemporary research and international debate concerning the purpose and practice of science, mathematics and technology education at the elementary, secondary and tertiary levels, including: constructivist pedagogy in science and mathematics; perspectives in Science-Technology-Society-Environment Education; equity issues in science and mathematics education; aspects of the history, philosophy and sociology of science, mathematics and technology, and their significance for elementary and secondary education; computer-based learning in mathematics; the nature of technology and technology education; historical perspectives on curriculum design and development in science, mathematics and technology education; assessment and evaluation strategies in science and technology.

Faculty research interests are broad and address many major issues, including: multicultural and antiracist education; gender equity issues; concept acquisition and development; history, philosophy and sociology of science and science education; computer-based and multimedia learning; informal science and technology education; public understanding of science and technology; hands-on work in science and mathematics; authentic assessment; science and mathematics teacher education; action research in science, mathematics and technology education. Courses in this research area have numbers in the CTL1200 series (masters level) and CTL1840 series (doctoral level).
(F. Ahia, L. Bencze, C. Brett, R. Cohen, W. Gitari, G. Hanna, B. Herbel-Eisenmann, J. Hewitt, D. Hodson, B. Kelly, D. McDougall, M. Nieswandt, E. Pedretti, M. Scardamalia, E. Woodruff)

6. Social Justice and Cultural Studies in Education

Social Justice and Cultural Studies in Education explores the nature of teaching and learning in response to the interdependent, polycultural, conflictual, and fast-changing character of the contemporary world. These concepts may be explored across the curriculum in elementary, secondary, college, and non-formal settings. Emphasis is given to social, cultural, and pedagogical theories as resources for the work of educational and social transformation. Courses in this research area have numbers in the CTL1300 series (masters level) and CTL1860 series (doctoral level).
(K. Bickmore, D. Bogdan, J. Dillabough, M. Evans, L. Fitznor, D. Gérin-Lajoie, T. Goldstein, D. Hodson, R. Morgan, E. Pedretti, R. Simon, P. Trifonas)

Courses

The following is a list of courses offered within the Curriculum Program. Not all of the courses listed are offered in any given year.

CTL1000H Fondements du développement des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre

qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiant(e)s à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
N.J. Frenette

CTL1000H Foundations of Curriculum

This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course (a) provides a language for conceptualization; (b) reviews the major themes in the literature; (c) provides a framework for thinking about curriculum change; and (d) assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems.
S. Churchill, C.T.P. Diamond, N. Frenette, K. Gallagher, L.M. Hannay, W. Seller

CTL1001H Values and Schooling

This course deals with selected value issues in the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus "open" education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
C.M. Beck

CTL1002H Curriculum Development for Effective Teaching

This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.
J.A. Ross or staff

CTL1002H Planification de la programmation pour un enseignement efficace

Ce cours presente des modeles qui permettent la mise en oeuvre des principales composantes de la programmation come: a) l'identification des resultats generaux et specifiques d'un cours ou d'un module; b) la planification de projets a long term; c) l'elaboration d'outils d'intervention par rapport a differentes strategies. La resolution de problemes constituera un element important des composantes etudiees.
M-J. Berger

CTL1003H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centred philosophies, reading in the content areas, assessing growth in reading and writing.
D.M. Willows

CTL1004H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D.M. Willows

CTL1005H Language, Literacy, and the School Curriculum

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy - its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.
D. Booth

CTL1006H English at the Secondary School Level

This course emphasizes recent trends and developments in the teaching of secondary school English. In particular, movements such as reader-response theory, language across the curriculum, genre theory, whole language, and cultural studies approaches are examined. The teacher's role in contemporary debates and classroom research is explored.
R.J. Morgan

CTL1007H Curriculum Policy and State

This course examines the production and organization of official texts regulating policy as a generalized activity aimed at framing educational problems in a particular perspective which is coherent with a perception of societal expectations, as well as one which excludes other approaches as impractical if not unspeakable. As such, curriculum documents provide a resource for authorized practices and authorized means of producing curricular discourse.

The course examines, in a historical perspective, the production and organization of curriculum documents and policy statements to be used as a basis for curriculum development, implementation and evaluation considerations relating to both instructional and policy development. Examples of specific topics to be discussed: the concept and function of educational indicators, mission statements, the formulation of aims and objectives in curriculum documents, the underlying images of the student. The topics are examined from the perspective of teachers, school administrators and the research literature.
N.J. Frenette

CTL1008H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
Staff

CTL1009H Reading and Writing in the School: Elementary

This course examines trends and developments in elementary literacy instruction. Issues such as the teaching of phonics and spelling, the use of basal reading series and trade books, reading and writing across the curriculum, and sociocultural influences on literacy learning, will be explored in terms of various theoretical approaches. Students will carry out a practical investigation of a classroom issue related to literacy learning and instruction.
S. Peterson

CTL1010H Children's Literature within a Multicultural Context

This course explores ways to bring children, cultural diversity and literature together in an interactive manner. Stories - whether traditional folktales or contemporary multicultural works - not only help define a child's identity and understanding of self, but also allow others to look into, appreciate, and embrace another culture. Class discussions revolve around an annotated

bibliography of articles and books concerned with multicultural children's literature prepared specifically for the course and designed primarily for teachers in mainstream as well as ESL (English as a Second Language) and heritage language classes. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students. The focus is to develop strategies for engaging students in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. Throughout the course, we focus on how to encourage students to share their own cultural stories and "border cross" from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to minority and majority communities in addition to its relevance in confronting issues of human rights and social justice.
G. Feuerverger

CTL1011H Anti-Discriminatory Education in School Settings

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.
T. Goldstein

CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.
E. Smyth

CTL1013H Instructional Innovation in the Elementary and Secondary Schools

Instructional changes associated with secondary school reform will be examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for understanding, reciprocal teaching, authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, reculturing, and retiming) will be explored for each approach selected.
J.A. Ross

CTL1014H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J.A. Ross, H.H. Russell or M.W. Wahlstrom

CTL1015H Curriculum and Student Evaluation

This course reviews principles and practice in testing and assessment with a focus upon curriculum and classroom-based student evaluation. An overview of current practices and problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards and accountability.
M.W. Wahlstrom

CTL1016H Cooperative Learning Research and Practice

This course provides for practical experience of as well as understanding of innovative practices in cooperative learning (CL). We explore rationales for and current developments (synergy, shared leadership). Topics include: What is CL (principles, attributes); how to organize CL (structures and strategies); how does CL work (basic elements, types of groups); teacher and student roles; benefits (positive interdependence, individual accountability, social skills, cohesion); evaluation (forms and criteria); obstacles and problems; starting and applying CL in your classroom (teachers' practical knowledge; collegiality; parental involvement); independent learning and collaborative inquiry; Ministry and Board requirements; and resources and materials Group (response trios) projects and joint seminars.
J.A. Ross

CTL1018H Introduction to Qualitative Inquiry in Curriculum, Teaching and Learning

Experiential learning for students new to qualitative inquiry is provided through a broad introduction to qualitative approaches from beginning to end. A range of approaches relating to students', theoretical frameworks are explored. Thesis students are encouraged to pilot their thesis research.
D. Thiessen

CTL1019H Authentic Assessment

In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.
J. Ross

CTL1020H Teaching High Ability Students

This course will critically analyze a number of curriculum models and will explore instructional strategies currently used to program for high ability students in a variety of learning environments. Specific reference will be made to program differentiation within a regular classroom setting. Previous courses in the education of high ability students is not required.
E. Smyth

CTL1021H Learning in Non-School Settings

Curriculum is more than what goes on in schools. Other institutions such as the home, museum, workplaces and the media provide settings for learning, both on their own and in conjunction with schools. This course takes up issues of learning in such settings, and the inter-relatedness of these settings. Defining these learnings and field work in at least one setting will be major activities.
J. Weiss

CTL1024H Poststructuralism and Education

This course will examine the foundations of educational thought from the perspectives of Jacques Derrida, Jean-Francois Lyotard, Luce Irigaray, Helene Cixous, Michel Foucault, Roland Barthes, Gilles Deleuze, Julia Kristeva, Emmanuel Levinas, and Jean Baudrillard. Educational implications and applications of poststructural philosophy will be stressed in relation to the discursive and non-discursive limits of the scene of teaching.
P. Trifonas

CTL1025H Academic Writing

The purpose of this course is two-fold. First, it is aimed at helping participants improve their writing in general and their academic writing in particular. Second, the course focusses on how writing instructions could be improved. The topics covered in the course include current theories of writing, motivational issues, the relation between knowledge and writing, the effect of social factors and computers on writing and evaluation/assessment issues.
S. Hidi

CTL1100H Holistic Arts Therapies in the Creative Curriculum

This course examines holistic arts therapies in education: specifically, the theory, research, literature, and philosophy of methodology, and the place of the holistic arts therapies in the curriculum. These educational tools assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the integration of creative behavior and learning. Participants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this course.
Prerequisite: Permission of instructor following a personal interview.
J.A. Wilkinson

CTL1102H Arts and Education: Planning and Implementation of Arts Programs

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.
D. Booth

CTL1103H Arts, Culture, and Education

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
J.A. Wilkinson

CTL1104H Seminar: Current Issues in Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.
Prerequisite: Permission of instructor.
J.A. Wilkinson

CTL1105H Research and Inquiry in Arts Education

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
Prerequisite: CTL1104.
J.A. Wilkinson

CTL1106H Spirituality in Education

This course examines the nature of spirituality. After exploring various conceptions of spirituality the course then examines how it can be part of the school curriculum in a non threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Finally the role of the teacher will be explored.
J. Miller

CTL1107H The Body's Ways of Knowing

This course will offer frameworks for understanding the tacit knowledge present within the human body. The work of the course will progress from the body's materiality, through its transformative and subtle energies, to its spiritual potentiality. Body's knowledge will be considered in the broad context of how we are interconnected with society and nature. The special emphasis of the course is how we can facilitate our educational and learning practices through an augmented awareness of our bodies.
V. Darroch-Lozowski

CTL1108H The Phenomenological Curriculum

This course is based on participants discovering their own processes of interpretation and taken-for-granted practices in teaching and learning. Readings and class discussion about hermeneutics and phenomenology will provide the foundation for participants to individually, and collectively, design a curriculum. Participants may design their projects for the sciences, arts, humanities, technology, or professional fields.
V. Darroch-Lozowski

CTL1110H The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be annualized: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller

CTL1111H Creative Arts Special Subject

This course examines the arts in education - drama, dance, music, visual art, and media - and provides a background for the role of the arts as a mode of learning and as a subject discipline.
D. Booth

CTL1113H Art and Play in Children's Culture

In this course we will examine the way children organize and conduct play and the way they create paintings and drawings. Attention will be directed to the social interpretations made by adults in their attempts to comprehend the actions of children when children are engaged in play and art.
Staff

CTL1114H Exploring Human Understanding and Education through Visual Media

This course brings together the theoretical questions of how images acquire interpretive meaning and the practical concerns with how images may be used as a medium for research in the human sciences. Both theory and practice will focus on: the "image and word" essay as a form for composing and transmitting knowledge; the relationship of communicators to what they are studying and to the viewers' of their essays; and viewers' opportunities for changes in cultural and self-knowledge. The course is grounded in aesthetics and existential positions. However, a prerequisite for the course is basic camera handling, or experience with paint material, or sketching, or DV, etc.
V. Darroch-Lozowski

CTL1115H Teacher Education and the Construction of Professional Knowledge: Holistic Perspectives

The course will focus on teacher education and the construction of professional knowledge in teaching from holistic perspectives. Beginning with an exploration of the various conceptual and structural alternatives to initial teacher education, the course then examines holistic, arts-based and narrative orientations to learning to teach and to career-long teacher learning. The connections between professional renewal, curriculum and school renewal, and educational research are explored.
M. Beattie

CTL1116H Holistic Approaches in the Elementary Mathematics Curriculum

This course is designed for elementary school teachers interested in experiencing math teaching as a creative and deeply satisfying endeavour. Through class discussions, reflection activities, creative group investigations, quest presentation, selected readings and a final (usually classroom-based) project, participants will be able to explore topics from among the following: holistic math learning environments; linking math with real life; creative problem-solving; open-ended problems; integrating math with other disciplines such as fine arts, social studies and language arts; journal writing, use of children's literature and oral communication activities; authentic assessment; linking assessment with instruction.
R. Cohen

CTL1200H Science in the School Curriculum: Elementary

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
L. Bencze

CTL1201H Science in the School Curriculum: Secondary

A systematic analysis of matters central to curriculum and instruction for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
L. Bencze

CTL1202H Mathematics in the School Curriculum: Elementary

This course examines what mathematics should be taught, how to define and increase students' understanding of mathematics, classroom discourse and student engagement in elementary mathematics. The intent of the course is to provide a grounding in mathematics education.
D. McDougall

CTL1203H Mathematics in the School Curriculum: Secondary

A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
Staff

CTL1204H Making Mathematics Learning Meaningful for Secondary School Students

Various ways of making math meaningful and accessible for secondary school students will be examined in the light of recent developments in the field and the new Ontario mathematics curriculum guidelines. Topics will include: connections of math with real life; applied math; problem solving, inquiry, model building and the role of graphic calculators; cooperative learning; oral and written communication about math; dealing with students' difficulties and math anxiety, alternative assessment approaches.
R. Cohen

CTL1205H The Education of Science Teachers

An examination of problems and issues specific to preservice and inservice education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher education institutions.
Prerequisites: Permission of instructor, and either CTL1200 or CTL1201 or equivalent.
Staff

CTL1206H Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.
D. Hodson

CTL1207H Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society and Environment (STSE) Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.
E. Pedretti

CTL1208H Curriculum Issues in Science and Technology: An Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.
D. Hodson

CTL1209H Current Issues in Science and Technology Education

The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including the "Science for All" movement, the "new" psychology of learning, the language of science and technology education, politicization of science and technology education, the role of laboratory work, computers in science education, and issues in environmental and health education.
D. Hodson

CTL1210H Assessment and Evaluation in Science and Technology Education

This course focuses on the concerns and processes of science and technology curriculum evaluation and the issues surrounding the construction of effective methods for assessing student learning in science and technology.
D. Hodson

CTL1211H Action Research in Science and Technology Education

This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice to critical scrutiny and appraisal; plan and attempt to implement alternative curriculum materials and practices; and evaluate them in action. The course requires participants to have access to classrooms. The particular focus for research will be determined by the course members in consultation with the facilitator.
D. Hodson, E. Pedretti, L. Bencze and W. Gitari

CTL1212H Curriculum Making in Science: Some Considerations in the History, Philosophy and Sociology of Education

This course will address some key issues in the philosophy and the sociology of science and their implications for science education at the elementary and secondary levels. Attention will also be directed towards (i) a critical appraisal of the role of the history of science in science education , and (ii) a consideration of pseudosciences and their role, and the distortion and misuse of science for sociopolitical goals. Course members will have the opportunity to explore ways in which lab work, computer-mediated learning, language activities and historical case studies can be used to present a more authentic view of science, scientific development and scientific practice.
D. Hodson

CTL1213H Action Research in Mathematics Education

Through active, classroom-based research (by individuals or small teams) along with exposure to relevant topics, ideas and techniques, class members will deepen their understanding of issues and professional practice related to mathematics teaching and learning. Working within a mutually supportive group, they will critically examine their current practice, adopt or design alternative approaches, classroom practices and curriculum materials, implement and evaluate them in action. Participants are required to have access to classrooms. Based on participants' interests and backgrounds, one or more topics might be chosen as a focus area for the research activities of the particular class.
R. Cohen

CTL1214H Equity Issues in Science Education

This course deals with issues of gender bias, Eurocentrism and other forms of bias and distortion in science and science-technology education. It seeks a generalized approach to equity issues and examines ways in which border crossings into the subcultures of science and science education can be eased for all those who currently experience difficulties.
D. Hodson

CTL1215H Teaching and Learning about Science and Technology: Beyond Schools

This course will focus on theoretical and practical perspectives and current research on teaching and learning science and technology in school and nonschool settings. Consideration will be given to classroom environments, as well as science centres, zoos, aquaria, museums, outdoor centres, botanical gardens, science fairs, science hobby clubs, and media experiences. In particular, the course will focus on the nature of teaching and learning in these diverse settings, representations of science and technology, scientific and technological literacy, and sociocultural interpretations of science and technology.
E. Pedretti

CTL1300H Curriculum, Popular Culture, and Social Difference

Popular culture and social difference are examined as the grounds from which students often make sense of educational practices. Questions address how social difference may lead to marginalization and silence and how pedagogy may be developed that is responsive to a variety of student interests and emotional investments.
R. Simon

CTL1301H Language, Power, and Possibility: Application to Curriculum

An exploration of the relationship between language and the enhancement of human possibility considered through the study of economic, social, and cultural bases of language-in-use. Particular emphasis is given to school language practices and texts, but material studied is also appropriate to those with an interest in informal education.
R. Simon

CTL1302H Media Studies and Education

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analyzing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling - in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.
R.J. Morgan

CTL1304H Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical reevaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.

R.J. Morgan

CTL1305H Television and Education: Theoretical Perspectives

Television has become a pervasive part of the cultural and symbolic life of young people, creating new constituencies and forms of identity that educators need to consider. This course acknowledges the centrality of television to contemporary educational experience, by examining competing theories of television's role in society, engaging in debates about its "effect," exploring theories of audience and questions of access. The attempt is to formulate an overall understanding of how this medium has altered educational terrain, including the concept of education itself.

R.J. Morgan

CTL1306H Qualitative Research Methods in Education: Concepts and Methods

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.

D. Gérin-Lajoie

CTL1306H La recherche qualitative en éducation: bases théoriques et pratiques

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données: l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.

D. Gérin-Lajoie

CTL1307H Identité collective et éducation minoritaire de langue française

Le cours a pour objectif de se pencher sur le rôle de l'école de langue française comme véhicule de transmission de l'identité collective du groupe minoritaire. Pour ce faire, nous nous pencherons d'abord sur l'analyse de certains conceptclés tels que l'identité collective, la culture, l'assimilation et la francisation dans le contexte d'un milieu minoritaire. Par la suite, nous examinerons les programmes-cadres du ministère de l'Éducation de l'Ontario afin de mieux saisir la place accordée à la notion d'identité collective dans les programmes d'enseignement et la façon dont cette dimension se traduit dans la salle de classe.

D. Gérin-Lajoie

CTL1308H Education and Cosmology

A formulation of educational questions dealing with the contemporary ecological crisis. A systematic study of human cosmology will enable the consideration of educational questions in terms of the role of human beings in relation to the natural world, and will foster the educational vision and creativity necessary for ecological survival and renewal.

E.V. Sullivan

CTL1309H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyze de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.

D. Gérin-Lajoie

CTL1310H Feminist Theory, Identity Politics and Contemporary Educational Thought

This course will introduce students to the significance of feminist social and political thought for the study of education and democracy. As one part of this process, students will examine the contribution of feminist critiques of liberal democracy to our understanding of the political role of education in society. This examination will involve scrutinizing the historical and contemporary feminist works of, for example Simone de Beauvoir, Seyla Benhabib, Nancy Fraser, Iris Marion Young, Allison Weir, Gloria Anzuldva, Carol Pateman, Wendy Brown, Chandra Mohanty and Julia Kristeva. A secondary aim is to explore the relationship between feminist thought, identity-formation and identity-politics in the state. This focus will provide students with the opportunity to examine diverse feminist theories (in particular, those feminist frameworks which reside outside what is considered to be feminist educational theory) of identity-formation and their manifestation in educational structures and practices. A final aim is to examine the social processes (e.g., race and class formations) which are involved in the development of what could be called a "feminist political identity" or feminist forms of "political subjectivity" in the contemporary social context. Students will consider the implications of these processes for the study of feminism in both education and society.

J. Dillabough

CTL1311H Gender, Education and Nationhood: An International Feminist Dialogue

This course will examine the gendered nature of education in the context of globalization and changes in education worldwide. This will necessarily involve a study of (a) women's position in education across diverse national contexts during periods of substantial political reform (e.g., New Right reform, European Union, anti-apartheid movements in South Africa; (b) the link between global transformations (e.g., new forms of citizenship), questions about nationality and new forms of gendered marginalization in changing educational contexts (e.g., 'race', religious affiliation, class, sexuality and nationality); and (c) the relationship between feminist theory, democracy and education.

J. Dillabough

CTL1312H Democratic Citizenship Education

Preparation for democratic citizenship--linking the individual to social decision-making—is a central goal of public education. But, what is this citizenship, and who are truly seen/heard to be citizens? Meanings of citizenship, and their implications for education, are neither self-evident nor static. Diverse individuals, cultures, and nations understand democracy in different ways, and political space is gendered, so reasonable people disagree about how one might "teach" for democratic citizenship. For example, what parts are played by conflict, criticism, gender and sexual identities, human rights, and moral or political controversy in such curriculum? This seminar will consider contrasting frameworks for understanding, doing, and evaluating citizenship education

from an international perspective, and examine the relationships between school experience and other cultural, political, and social-structural influences. Particular attention will be given to formal curriculum, especially in the social studies. Participants will learn to analyze and to design educational experiences in light of research literature and their own citizenship goals.
K. Bickmore

CTL1313H Gender Equity in the Classroom

This course is designed for practicing educators to develop and enhance their knowledge of how gender is produced in our educational system. It examines the different stages of the educational system: elementary, secondary, community college and university. The classroom is the focus because it is the central work setting of educational institutions. What happens in the classroom is not simply the result of what a teacher does but involves interactions between and among students and between teachers and students. The classroom has its own dynamic and is also interconnected to outside relationships with parents, friends, educational officials etc. The course has as its main objectives to examine the dynamics of inequality in the classroom and to discuss and develop strategies for change. While the primary focus is on gender inequality, course readings also draw on resources that make visible the intersections of gender with other inequalities based on race, class and sexual orientation.
P. Bourne

CTL1314H Environmental and Humane Education: Theory and Practice

This course will critically examine schools of thought within the environmentalist and animal liberationist movements, their assumptions, claims, overlaps and tensions. It will explore means of implementing environmental and liberationist ethics in elementary and secondary classrooms and schools, outdoor education and community education programs.
D. Selby

CTL1315H Arts and Education: Practice and Theory

This course examines the creative arts in the curriculum from an experiential base, and leads to individual explorations of principles of problem areas.
D. Bogdan

CTL1316H Global Education: Theory and Practice I

The course will consider definitions, models and schools of thought within global education and proximate fields (specifically human rights and peace education, and education for social justice) and their implications for curriculum, teaching and learning processes and schools as a whole. The arguments of critics of global education will also be reviewed.
D. Selby

CTL1317H Global Education: Theory and Practice II

This course can be taken as an onward continuation of CTL1316H Global Education: Theory and Practice I, but also stands as a discrete course. The course will consider international perspectives on global education as well as definitions, models and schools of thought within proximate fields (specifically development, environmental, humane, media literacy, and citizenship education) and their implications for curriculum, teaching and learning process and schools as a whole. The nature of global education across the elementary and secondary curriculum will be explored. Finally, the characteristics of the global teacher and global school will be considered within the context of new thinking on school reform.
D. Selby

CTL1400H Classroom Adaptations and Instructional Strategies

The focus of this course is teaching in regular elementary and secondary classrooms to which students bring diverse backgrounds, needs and skills. We will examine instructional effectiveness and its relationship to the techniques and strategies that accommodate student differences, both at the micro-level of teacher-student interactions, and at the macro-level of planning, monitoring and evaluating student progress.
A. Jordan, P. Stanovich

CTL1401H The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan, P. Stanovich, and D. McGhie-Richmond

CTL1402H Adaptive Instruction in Inclusive Classrooms

In today's heterogeneous classrooms, teachers diversify their techniques of teaching, the content of lessons and their systems for evaluating student progress. The greater pupil diversity, the more teachers must adapt instruction. In this course, we will examine adaptive instruction at a macro(teaching methods) and micro-level (student-teacher interaction). Questions to be examined: What are the teacher's responsibilities for adapting instruction? What is an adapted or modified program? Is differential instruction of students discriminatory or essential? How might modified outcomes be evaluated and reported.
A. Jordan or P. Stanovich

CTL1403H Special Education and Social Representation of Difference

The purpose of this course is to examine how education and special education might be bound up with traditional view or social representation meaning that special educational needs or difficulties are essentially within pupils, within individuals. We will see how this view might arise from a lack of consideration or a misunderstanding of the educational/social context in which pupils and teachers interact. We will discuss the arbitrary features of labels and analyze the notion of disability and difference as a "transactional activity" that takes place between individuals, the labeled and the labeler. This course will draw upon sociological and historical examples to understand social representations of difference.
N. Belanger or P. Stanovich

CTL1600H Implementing Dynamic Web Interaction for Education

The Internet World Wide Web (WWW) is a medium for education which goes beyond retrieving static documents. This course explores how to create dynamic interactions for educational purposes, including Web "forms", server "CGI" processes, access of databases, real-time data and images, simulations, search engines, collaborative documents, and client-side (browser)

processes. Students will study and create interactive educational Web projects using programming languages including Perl in a Unix environment, JavaScript and Java, while exploring educational design issues.
Prerequisite: CTL1605 or permission of the instructor. Experience with Perl, Unix, HTML, and Web server management are useful background for the technical content and expectations of the course.
R.S. McLean

CTL1601H Instructional Technology: Computer-Based Instruction

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
E. Woodruff

CTL1602H Introduction to Computer Applications in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics representative of computer applications will be selected from the following: computers in the schools, educational software classification and evaluation, interactive instructional technologies, multimedia, curriculum applications, computer networks, Internet resources, computer-mediated communication, virtual reality, and artificial intelligence applications. It is strongly recommended that this course be taken early in the student's program.
NOTE: CTL1602 is required for all Masters students in the Computer Applications specialization unless explicitly waived.
L.E. Davie, J. Hewitt and R.S. McLean

CTL1603H Instructional Technology: Instructional Programming

Procedures for the selection and development of computer-based individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.
Staff

CTL1604H Instructional Technology: Video/ Multimedia Design

A course on production of educational multimedia and its applications to education and training. Experience is provided in applying principles of instructional systems design and production to the creation and integration of images, video, sound and text in an educational project in the multimedia laboratory.
R.S. McLean

CTL1605H Internet Resources and Education

The internet is the worldwide connection of millions of computers in universities, colleges, schools, government, and commercial enterprises. This course provides experience accessing the internet and focuses on finding Internet World Wide Web (WWW) resources for use in education. Students will collect resources from the Internet and present them in an Internet Web site for access by others on the Internet.
R.S. McLean

CTL1606H Computers in the Curriculum

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs (of students, teachers, etc.) that computers can meet.
Prerequisite: CTL1602H or permission of instructor.
B. Durell or D. McDougall

CTL1607H Computer Studies and the Teaching of Programming

A discussion of issues related to computer studies and the role of computer programming instruction at the elementary, secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored. Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.
Staff

CTL1608H Instructional Technology: Instructional Design

Procedures involved in the systematic design of instruction and training will be covered. Discussion will focus on computer-based training and interactive multimedia, but other forms of instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.
J. Hewitt

CTL1609H Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE/UT's computer conferencing system.
B. Durell, C. Brett

CTL1610H Technology in Mathematics Education: Secondary

A critical examination of the role of technology in the teaching of secondary school mathematics, and its influence on curriculum content and on creating meaningful mathematics for diverse groups of students. Emphasis will be placed upon ways in which technology can be used to support learners in communicating about mathematics, in constructing and manipulating mathematical objects, and in carrying out mathematical reasoning.
R. Cohen

CTL1611H Computer-Mediated Distance Education

The use of computer mediated communication for the delivery of distance education courses by schools, colleges, universities and organizations in the private and public sectors. Topics will include: adult learning theory, cooperative learning theory, the educational use of Internet resources, and the technological tools available for supporting distance education delivery.
Prerequisite: CTL1602 or permission of instructor.
L. Davie

CTL1612H The Virtual Library (Non-Credit)

The Virtual Library is a seven module course addressing students' information retrieval needs in a rapidly-changing technological environment. The course covers hardware and software requirements; access to online catalogues, online databases; electronic journals and theses; educational resources on the World Wide Web; bibliographic software packages and the new requirements for citing electronic publications.
M. Wahlstrom and staff

CTL1797H Practicum in Curriculum: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two months before the beginning of term.
Staff

CTL1798H Individual Reading and Research in Curriculum: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in CTL1798 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.
Staff

CTL1799H Special Topics in Curriculum: Master's Level

A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL1798, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.
Staff

CTL1800H Research Colloquium in Curriculum and Instruction

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff

CTL1801H Action Research and Professional Practice

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.
J. Weiss

CTL1802H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas.
NOTE: Recommended for Ed.D. students in their resident year and for Ph.D. students usually in the second year of residence.
J. Weiss

CTL1803H Research Seminar in Reading

This course is designed to survey current models of reading and reading acquisition. The focus is on basic research on reading, particularly that deriving from perspectives in cognitive and developmental psychology. The course will cover basic methods and theoretical principles of cognitive psychology most relevant to models of the reading process. Students will conduct an in-depth analysis of a specific research problem related to reading theory.
K.E. Stanovich

CTL1804H The Linguistic Analysis of Interaction in Educational Settings

In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behavior can be evaluated against both purposes and outcomes. The course aims to provide both an introduction to theoretical work in the field and an opportunity to apply some of these ideas to the analysis of interactional data.
Prerequisite: Permission of instructor.
Staff

CTL1805H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite: Permission of instructor.
Staff

CTL1806H Seminar on Sociocultural Theory and its Applications to Educational Research and Practice

Starting with Vygotsky's theorizing of learning and the appropriation of cultural practices and knowledge through engagement in purposeful social activity, this seminar will examine contemporary developments in sociocultural theory as they bear on educational research and practice, with particular critical attention being given to the examination of such key concepts as "apprenticeship," "scaffolding," and "the zone of proximal development." The aim will be to develop a theoretical framework within which to explore the relationships between classroom practices of teaching-and-learning, student and program

evaluation, and teachers' professional development. The theory will also be drawn on to examine such current emphases in educational practice as "active learning," "whole language," and "cooperative learning."
Staff

CTL1807H The Curriculum of Non-School Settings

Non-school learning settings are increasingly seen as important connections to the formal school site, and as valuable in and of themselves. There has been little attention paid to how these sites are curricular settings. Emphasis will be on conceptualizing curricular approaches and applications in concrete situations.
J. Weiss

CTL1808H Curriculum Innovation in Teacher Education

This course addresses the content, structure and strategies of recent innovations in preservice teacher education programs. Specific innovations in instruction, field-based activities and school-university relationships are critically examined in relation to changing and sometimes competing conceptions of teaching, learning to teach, and teacher education programs.
D. Thiessen

CTL1820H Research in Special Collections of Children's Literature

Applied research in children's literature in special collections is the course focus. All content and work is characterized by and limited to "access in special collections only." Students with extensive knowledge in the field of children's literature with both breadth and depth in that knowledge will pursue topics of individual interest.
J.A. Wilkinson

CTL1821H Imagination, Language and Learning

In order to rethink and redefine the concept of imagination, this course examines theories of the imagination and the history of the imagination. The effort is to find the meeting place between imagination and language in order to understand how learning evolves in all areas of our lives. The context for the course is the contemporary crisis of the subjugation of the imagination for instrumental purposes. Readings will be drawn from education and the humanities. The aim of the course is to discover small, mutative beginnings within learning situations for re-awakening the imagination.
V. Darroch-Lozowski

CTL1822H Postmodern Presentations of Culture

This course examines postmodern presentations of culture in current social life, primarily through an examination of a series of feature-length films. The mode of inquiry in the course focuses upon the viewer's response to the structure of a film. The study of the postmodern will be conducted through poststructural thinking in the human sciences and through phenomenology and hermeneutics. Seminar meetings will be devoted to discovering postmodern interpretive processes within culture and consciousness. Features of the postmodern to be examined include: the loss of the unified self, the significance of history and memory, decentred social life, and the awareness of the presence of nihilism within social life and human existence.
V. Darroch-Lozowski

CTL1823H Arts and Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.
J.A. Wilkinson

CTL1824H Research Seminar in Holistic Arts Therapies Education

Critical analysis of research in holistic arts therapies education intended (a) to broaden knowledge of research in the discipline, and (b) to increase awareness of the various methodologies used in this area. The course is designed for those pursuing thesis or formal research in this area. Assessment includes review of the literature on a specific issue and planning a study on a relevant topic. Prior or concurrent study in research methodology is recommended.
Prerequisite: CTL1100
J.A. Wilkinson

CTL1825H The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.
J. Miller

CTL1826H Colloquium in Arts and Education

This colloquium, which is intended for thesis students, provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.
Prerequisite: Permission of the instructor.
J.A. Wilkinson

CTL1827H Concepts in Holistic and Aesthetic Education

This course provides a conceptual foundation for holistic teaching and learning and for the arts (visual arts, drama, poetics and literature). It examines knowledge systems based on an integrated perspective of mind, body, and soul. It will include western, eastern, and indigenous ideas. The course is intended to offer procedures for organizing ideas and constructing analyses for educational research and development projects.
Staff

CTL1840H Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically research on gender issues, on approaches to teaching mathematics and sciences, and on psychological and social factors related to the participation of women in mathematics and science.
M. Nieswandt

CTL1841H Research Seminar in Science Education

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars on their research interests.

D. Hodson, E. Pedretti, L. Bencze, and M. Nieswandt

CTL1860H Pedagogical Futures for English Studies: Rethinking English at the Secondary School Level

Dominant language and literature teaching methods tend to emphasize personal response and naturalistic approaches to language and literature. This course explores literature and language pedagogies as historically constituted artifacts or "discourses." Situating English studies in relation to other social discourses, the course examines this area of cultural study in terms of its gender, race, class, and ethnic dynamics as these pertain to texts, teachers, and learners. In particular, theories of discourse and genre, feminist aesthetics, and recent theories of language and subjectivity are considered as alternative positions from which to make sense of textuality, literacy, and the language of the classroom.

R.J. Morgan

CTL1861H Critical Ethnography

An ethnography - of a community, classroom, event, program - seeks to describe the set of understandings and specific knowledge shared among participants that guide their behaviour in that specific context. The value of ethnography as a research method lies in its holistic view of the particular culture, cultural situation or cultural event under study. Critical ethnography is fundamentally concerned with questions of education and inequality. It seeks not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into the concerns of critical ethnography and learn about conducting and writing critical ethnography by reading and discussing studies that explore the relationship between education and ethnicity, gender, class, race and minority languages.

T. Goldstein

CTL1862H Pedagogies of Space and Place

This course takes the etymology of "curriculum" as "a course to be run" as an invitation to explore a host of spatial-educational issues roughly grouped under three headings: spatial practices (urban, architectural, digital), spatial representations (e.g. in the media) and alternative spatial imaginaries. These three dimensions are regarded as essential, neglected aspects of pedagogical processes. Central here are questions of how spatial dynamics intersect with theories of race, class, gender, and other forms of difference to create socio-spatial zones of becoming such as here and away, public and private space, pure and illicit, antiquated and futuristic, urban and the rural, landscape and leisure, local and global. These spatial divisions are regarded as basic meaning-making practices. Course readings are intended to develop theoretical perspectives on the role played by spatial practices in social becoming. The overall approach is interdisciplinary, drawing on work in Cultural and Media Studies, Cultural Geography, Curriculum Studies and Philosophies of Space. Course evaluation is based on a variety of projects and/or essays negotiated with the instructor.

R. Morgan

CTL1880H Analysis of Instruction

In this doctoral level course, current research about how teachers accommodate diversity will be examined from both quantitative and qualitative paradigms and theoretical perspectives. The focus will be on the elementary and secondary classroom, and on the inclusion of students with special needs, but this focus does not preclude other settings or interests. Students will be encouraged to examine their own epistemological and pedagogical beliefs, to examine the literature critically to make the case for a research agenda and design a study in the field.

A. Jordan

CTL1920H Research Seminar in Interactive Systems for Education

Principles and practice of user interface design as applied to educational software. Students will undertake a research or development project in an area of human/computer interfaces.

R.S. McLean

CTL1921H Computer-Supported Intentional Learning Environments

Computer-supported intentional learning environments have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase students' abilities to monitor, control, and improve their own learning. In this course students will help design, pilot test, and revise intentional learning environments.

M. Scardamalia

CTL1922H Instructional Technology: Seminar in Interactive Video/Graphics

Current research and applications in the use of non-textual electronic media in the individualized instructional process will be analyzed. Specific considerations will relate to cognition and visual perception, the person- machine interface, instructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected sub-topic.

Staff

CTL1923H Technology Supported Environments for Situated Learning

Learning environments supported by computer technology that promote knowledge construction that is situated in activity and in culture will be studied. Recent research literature on various models for such learning environments will be examined, and practical applications in schools and other educational settings will be considered. Students will have to carry out individual or group projects focused on practical applications of such environments.

R.S. Cohen

CTL1924H Research Issues in Educational Computer-Mediated Communication

A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE/UT's computer conferencing system.

Prerequisite: *CTL1609 or permission of instructor.*

L.E. Davie or R.S. McLean

CTL1925H Doctoral Seminar: Research Issues in Computer Applications (Pass/Fail)

Doctoral students specializing in Computer Applications in Education are normally required to take this seminar as preparation for the comprehensive examination requirement. The seminar requires adequate skills and knowledge in both the student's field of concentration and in the skills of research. As a

prerequisite to the seminar, the student should have: (a) completed at least two courses in Computer Applications; and (b) completed at least one course in research methodology. The seminar offers a critical examination of current theories and practices, research design and methodological issues in the field of educational applications of computer technology. Through literature reviews, article and thesis critiques, presentations by guest speakers and by class members, group work and informal class discussions, students will be able to integrate and deepen their understanding in these areas. This will help prepare them for the comprehensive examination and for formulating their research plans and writing a thesis proposal.
R.S. Cohen, L.E. Davie or R.S. McLean

CTL1997H Practicum in Curriculum: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.
NOTE: Inquire at the department office at least two months before the beginning of term.
Staff

CTL1998H Individual Reading and Research in Curriculum: Doctoral Level

Description as for CTL1798.
Staff

CTL1999H Special Topics in Curriculum: Doctoral Level

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL1998, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.
Staff

Master of Arts in Teaching (M.A.(T)) Program

Program Co-Coordinators:

Associate Chair (CTL Department)
The M.A. Coordinator (English Department)

Core Faculty

R.L.M. Brown
G.E. Henderson
C. Kanaganayakam
D.M. McDougall
I.C. McDougall
R. Morgan
H. Murray
C. Percy
J.H. Reibetanz
N. Ten Kortenaar

The Master of Arts in Teaching or M.A.(T.) Program is designed for the professional teacher of Language Arts and/or English. It includes a balance of contemporary educational, literary and literacy theories with content in English studies.

NOTE: This program is currently under review.

Admission Requirements

Applicants require:

a) A four-year bachelor's degree, or equivalent, in English, or English and another subject from the University of Toronto or another approved university

b) A **mid-B** standing in English courses from the University of Toronto or another approved university

c) One year of teaching experience or equivalent professional experience

d) Two letters of recommendation, one from the applicant's undergraduate program of study

e) Recent curriculum vitae which **must** include teaching experience after graduation

Degree Requirements

Students will be required to complete:

a) CTL5000Y History and Theory of the Study of English

b) the equivalent of two half-courses offered by the Master of Arts in Teaching Program

c) the equivalent of two half-courses offered by the Curriculum Program or Teacher Development Program

d) the equivalent of two half-courses offered by the Graduate Department of English

NOTE: All requirements for the degree must be completed within six calendar years of first enrolment.

English Courses
Courses offered by the Graduate Department of English require balloting. Contact the Department of English for further details.

Courses

The following is a list of courses offered within the Master of Arts in Teaching (M.A.(T.)) Program. Not all of the courses listed are offered in any given year.

CTL5000Y History and Theory of the Study of English

An investigation of the theoretical principles and practices of literary criticism that have informed the cultural history of the study and teaching of English. By problematizing the institutional, pedagogical and cultural history of English as a discipline, we will focus our attention on several major schools of thought within twentieth century literary criticism. These will include New Criticism, Structuralism, Deconstruction, Poststructuralism, Psychoanalytic Criticism, Feminism(s), Marxism, New Historicism, Gay and Lesbian Theory, Postcolonialism, and Cultural Studies. Our examination of these various hermeneutic approaches to interpreting text and textuality will focus not only on understanding the methodologies of each, but also on identifying what is at stake in any given reading and for whom. That is, by asking questions such as, "What does a text mean?", and, "How does a text mean?" from different theoretical perspectives, we will interrogate the ways and means whereby the act of literary criticism reproduces and institutionalizes as well as challenges and transforms cultural values of English as a discipline of study.
P. Trifonas and R. Morgan

CTL5001H Approaches to Shakespeare

A study of selected Shakespearean plays. Questions concerning the historical and literary contexts of the plays as dramatic or performative texts will be addressed. Close attention will be given to the dramatic sources and structures of the plays including a consideration of their stage histories and adaptations.
J.H. Reibetanz

CTL5002H The Origins of Modern English

A survey of English linguistic theory. The course begins with an examination of contemporary English and traces in reverse chronological order developments in the language between the present day and the Old English period. Emphasis will be placed upon the significance of linguistic change for the study of literature.
D.M. McDougall or I.C. McDougall

CTL5003H Approaches to Narrative

A study of various critical and theoretical approaches to the interpretation, analysis, and teaching of prose fiction. Underlying concerns are the relation of the reader's experience of the text to the text itself, the relevance of critical theory to analyzing and reflecting on the sources of that relationship, and an exploration of ways of addressing and mobilizing these considerations in the interpretation and teaching of narrative texts.
Staff

CTL5004H Approaches to Poetry

Explorations in the close reading and analysis and the discussion of poetry, emphasizing the indivisibility of content from the means of expression. Poetry of all kinds and from several English-speaking countries will be sampled; different approaches to the interpretation and evaluation of poetry will be tested. There will be consideration of the differences between three kinds of reading: reading poems (the uniqueness of the poem); reading the poet (the distinctiveness of a poetic oeuvre); reading the age (the poetic style and character of a particular literary period).
R.M. Brown or M.C. Kirkham

CTL5005H Approaches to Canadian Writing

A study of Canadian writing across literary genres and sub-genres. The course introduces students to the various and shared ways in which Canadian writers have rewritten personal and cultural histories. The representation and articulation of various ethnic, gender and regional identities and communities within a range of contemporary Canadian fiction will be considered. The challenge of the course is to render the complexity of Canadian identities and of writing/rewriting specific Canadian histories from a variety of cultural, geographic, "classed", and gendered locations.
Staff

CTL5006H Studies in Mythology and Legend

Mythology, legend, and fairy tale are the creations of human consciousness that have informed the historicities and forms of literature across the space and time of culture and its diversity. The themes and shapes of myth, legend, and fairy tale found in novels, plays and poems, film, and other media productions of contemporary cultures will be studied.
Staff

CTL5007H Approaches to Drama

This course investigates the nature and variety of drama through an intensive study of selected plays drawn from a broad chronological and historical range—from Greek tragedy to the drama of the absurd, and from elaborately plotted comedy and tragic-comedy to pared-down works of character study or symbolic vision.
Staff

CTL5008H Teaching Writing

This course assumes that writing is a process that forms substance and that style is functional, not a mere ornament but an integral component of the writing and thinking process. To teach writing effectively, we need to understand how formal and stylistic structures function in creative and communicative processes that are both individual and social. This course seeks to integrate models of composition into a pedagogy that regards writing as at once process, structure and strategy. Such an understanding of composition has important implications for how we teach writing in the classroom, and spelling out these implications will be the aim of the seminar.
G. Henderson

CTL5009H Approaches to Women's Writing

This course deals with three approaches to women writers. The first, with which most participants will be familiar, is "textual" study - of genre, language, figuration, for example. The second is "production" study, which involves thinking about women's writing in terms of their historical and material circumstances and lived experience. The third approach is "reception" study, which involves thinking in a more general way about how women have been read and reviewed: the more specific question of women's

reading and interpretive practices may also be considered under this heading. Consideration of the role of women in education, and particularly as students and teachers of literature, will frame these discussions.
Staff

CTL5797H Practicum in Master of Arts in Teaching Program: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator.
NOTE: Inquire at the department office at least two weeks before the beginning of the session.
Staff

CTL5798H Individual Reading and Research Course in Master of Arts in Teaching: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area not already covered in the courses listed for the current year.
Staff

CTL5799H Special Topics in Master of Arts in Teaching Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of the Master of Arts in Teaching not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL5798, which is normally conducted on a tutorial basis.
Staff

Master of Teaching in Human Development and Curriculum (M.T.) Program

Program Co-coordinator
D. McDougall (CTL Department)

Field Placement Coordinator
N. Scarfo (HDAP Department)

Core Faculty
M. Ferrari
A. Jordan
E. McLean
S. Peterson
C. Rolheiser

The Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology offer a two-year Master of Teaching (M.T.) degree program in Human Development and Curriculum. Upon successful completion of this Program, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools. The cooperating departments contribute courses, provide facilities and provide supervision for graduate research. Students are admitted to the Program through either of the two departments.

The Human Development and Curriculum Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, cognitive psychology, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

Admission Requirements

Applicants are admitted under SGS general regulations. Applicants must have the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. Given the limited number of spaces in this Program, not all eligible applicants can be admitted.

Applicants apply for admission to this Program through either the Department of Curriculum, Teaching and Learning or the Department of Human Development and Applied Psychology, but not both. Admission and degree requirements for the M.T. program are the same for both departments. Because applicants are applying to a teacher education program, they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
b) a photocopy of a certificate of change of name where applicable
c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE: Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.

NOTE: A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Concentrations

Applicants must select **one** of the following concentrations:

- ✦ **Primary/Junior** (junior kindergarten to grade 6).
- ✦ **Junior/Intermediate** (grades 4 to 10).

Applicants to the Junior/Intermediate concentration must select **one** teaching subject from the following list:

English (First Language)
Prerequisites: Two full university courses in English

French (Second Language)
Prerequisites: Five full university courses in French as well as written and spoken proficiency demonstrated through tests administered at the time of admission

Geography
Prerequisites: Two full university courses in Geography

Health and Physical Education
Prerequisites: No prerequisites are required

History
Prerequisites: Two full university courses in History

Mathematics
Prerequisites: Two full university courses in Mathematics

Music - Instrumental
Prerequisites: Two full university courses in instrumental Music or demonstrated proficiency in brass, winds and strings

Music - Vocal
Prerequisites: Two full university courses in Music or appropriate background in Music

Science-General
Prerequisites: Three full university courses in Science.
NOTE: Only Science-General is offered at OISE/UT

Visual Arts
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Degree Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (13 core and 3 electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Core Courses

Descriptions of courses with the prefix CTL can be found on pages 64 and 78; those with HDP can be found on pages 108 - 116.

First Year Core Courses

CTL1019H	Authentic Assessment
CTL7000Y	Curriculum and Teaching
CTL7003H	Conceptual Basis for Methods of Teaching in Primary, Junior and Intermediate Classrooms
HDP2288H	Reflective Teaching and Analysis of Instruction
HDP7004Y	Practicum in Schools

Second Year Core Courses

CTL1011H	Anti-Discriminatory Education in School Settings
CTL7001H	Collaboration, Curriculum, Community and Teaching
HDP1201H	Child and Adolescent Development
HDP2280H	Introduction to Special Education and Adaptive Instruction
HDP7005Y	Practicum Internship

Elective Courses

The three electives are normally selected from graduate courses offered at OISE/UT. The choice of electives is contingent upon the approval of the student's faculty advisor.

Courses

The following course descriptions are for those courses numbered in the 7000 series. Descriptions of the other required courses can be found in the appropriate section of this ***Bulletin*** i.e., courses with the prefix CTL can be found in the Curriculum Program section, page 64; those with HDP can be found in the Human Development and Applied Psychology section, pages 108 - 116.

CTL7000Y Curriculum and Teaching

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing mathematics and literacy curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies.
NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

CTL7001H Collaboration, Curriculum, Community and Teaching

This course will enable students to analyze the interrelated conditions that shape the classroom context specifically and educational change generally. The impact of community and collaboration upon the curriculum and role of the teacher are studied in detail. Topics include cooperative learning, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school.
NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

CTL7003H Conceptual Basis for Methods of Teaching in Primary/Junior or Junior/Intermediate Classrooms

This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula in the Primary and Junior Divisions (Junior Kindergarten to Grade 6) or Junior and Intermediate Divisions (Grades 4-10). Instruction is given in general methods and specific approaches to teaching, specifically in science, social studies, and the arts (drama, music, visual arts and physical education. Junior/Intermediate students will specialize in one of the subject areas listed in Schedule A of Regulation 184 of the Education Act. Opportunities to observe and participate in the activities of the elementary school classroom will be provided to consolidate conceptual understanding and develop skills in the applied delivery of curriculum.
NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

Measurement and Evaluation Program

Program Coordinator:
R.G. Wolfe

Core Faculty
R. Childs
T.C. M. Lam
P. Nagy
R.G. Wolfe

Associate Faculty
S. Churchill
L. Earl

The Measurement and Evaluation Program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the Master's Degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theories and methods. For the Doctoral degree, students are expected to select one of two research areas - Measurement or Evaluation. Measurement is for those interested in quantitative methods and theory, including psychometric and statistical theory. Evaluation is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both quantitative and qualitative methodologies.

Master of Education

Applicants are accepted under SGS general regulations which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. The M.Ed. may be undertaken on a full or part-time basis, and consists of eight half-courses plus a research project/paper.

Candidates are ordinarily required to take courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H. Students who have not studied statistics at least to the level of course CTL2004H must take CTL2004H as an extra course. Additional study may be required either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 20 - 25.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Master of Arts

Applicants are accepted under SGS general regulations. The admission requirement for the M.A. is a four-year University of Toronto Bachelor's degree, or its equivalent, in mathematics, statistics, computer science, or a relevant social or behavioral science, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. The M.A. degree program may be undertaken on a full-time or part-time basis and consists of six to eight half-courses and a thesis.

Candidates are ordinarily required to take courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H. Students who have not studied statistics at least to the level of course CTL2004H must take CTL2004H as an extra course. Additional courses may be required of some candidates. All requirements for the degree must be completed within five calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 20 - 25.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Doctor of Education

The Ed.D. degree program is designed for practicing social service professionals who wish to acquire knowledge and skills at the doctoral level in measurement and evaluation, with emphasis on applying these to research and practice. Applicants will ordinarily have a minimum of three years professional experience in education prior to application. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program of study normally consists of eight half-courses. Candidates are expected to have taken courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H or their equivalents. Students lacking one or more of these courses are required to take them in addition to the regular doctoral program of study, which must include at least four CTL2800-level courses. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The ideal arrangement is for Ed.D. applicants to begin their program of study on a part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 20 - 25.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Doctor of Philosophy

The Ph.D. degree program emphasizes theoretical concerns of the fields of measurement and evaluation. A University of Toronto M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program of study normally consists of six half-courses. Candidates are expected to have taken courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H or their equivalents. Students lacking one or more of these courses are required to take them in addition to the regular doctoral program of study, which must include at least four CTL2800-level courses in addition to CTL2808. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ph.D. program of study must be initiated on a full-time basis and requires two consecutive years of full-time study. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for program requirements, pages 20 - 25.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Courses

The following list demonstrates the range of courses offered within the Measurement and Evaluation Program. Not all of the courses listed are offered in any given year.

CTL2002H Alternatives to Quantitative Evaluation in Education

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with fieldwork.
Staff

CTL2003H Measurement and Accountability

An examination of principles of measurement and their relationship to major issues in accountability, such as the validity of comparative international and national studies, the influence of external examination, and the effects of large-scale testing on students and the curriculum.
NOTE: The course is intended for both Measurement students and others.
P. Nagy and R. Childs

CTL2004H Elements of Statistics

Techniques for data exploration and description, basic theory behind hypothesis testing and confidence intervals, and common confirmatory techniques (correlation, simple linear regression, one-way analysis of variance). Students are expected to learn to use the MINITAB statistics package or equivalent.
P. Nagy, R. Childs, R.G. Wolfe, R.E. Traub or staff

CTL2005H Applied Dual Scaling (Pass/Fail)

Application-oriented introduction to dual scaling and its rationale, with illustrations, for optimal quantification of different types of qualitative data, practicum in data analysis, interpretation of the scaling outcomes, and class presentations. This course is intended for both Measurement students and others.
S. Nishisato

CTL2006H Fundamentals of Program Planning and Evaluation

This course is organized around the various components of program planning and evaluation for education and the social and health sciences; needs, evaluability, process, implementation, outcome, impact and efficiency assessments. Data collection methods such as the survey, focus group interview and observation are introduced.
T. Lam or staff

CTL2007H Research Methods in Education

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.
T. Lam or staff

CTL2008H Data Analysis in Education

This course focuses on the development of essential data management and programming skills. Creation of code books, effective use of computer packages and programming syntax in data manipulation, and professional standards of research documentation are emphasized.
Prerequisite: Concurrent registration in CTL2001 (non-credit) or permission of the instructor.
R. Childs or staff

CTL2009H Instrument Development in Education

An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item analysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.
R.E. Traub or staff

CTL2010H Research Issues in Alternative Assessments

A review of research and issues in using alternative assessments in classroom and accountability testing, in competency testing and quality assurance, and in program evaluation, for education and the social and health sciences. These alternative assessments include performance, authentic, portfolio, self, peer, group, and individualized assessments.
T. Lam and staff

CTL2011H Path Analysis

This course is designed for graduate students who do not specialize in statistics but who need a significant familiarity with those statistical techniques known collectively as "path analysis", "Structural equation modeling", "causal modeling" or "analysis of covariance structures". The primary objective of this course is to give students (1) the ability to recognize situations where these techniques may be useful in research; (2) an appreciation for the roles of sound theory and sound measurement in making these techniques useful; (3) an understanding of the limitations of these methods; (4) the ability to use available software in conducting research; and (5) the ability to understand published research using these techniques. LISREL software with the intuitive Simple Lisrel (SIMPLIS) software will be used. The course is open to graduate students from all departments.
Prerequisite: An undergraduate course in statistics or CTL2004H is desirable.
Staff

CTL2797H Practicum in Measurement and Evaluation: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.
NOTE: Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL2798H Individual Reading and Research in Measurement and Evaluation: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL2799H Special Topics in Measurement and Evaluation: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL2798, which is normally conducted on a tutorial basis.
Staff

CTL2800H Structural Equations with Latent Variables

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads to the standard problems of estimation and hypothesis testing for structural coefficients and for overall model fit. It also includes consideration of more general recursive and non-recursive path analysis models.
Staff

CTL2801H Test Theory

Seminar on recent advances in test theory. Topics include classical test theory, generalizability theory, and item response theory, with applications to educational research problems.
NOTE: CTL2808H or equivalent is a desirable background.
R.E. Traub

CTL2802H Performance Assessment

An examination of the technical issues that arise in using performance assessment in the classroom, in large-scale assessment programs, and in program evaluation. Topics addressed include definition and conceptualization, scoring rubric construction, evidential and consequential validity, generalizability, bias and fairness, comparability, and standard setting.
Prerequisite: CTL2009 or equivalent, or permission of instructor.
T. Lam

CTL2803H Models and Issues in Program Evaluation

A comparison of evaluation models and a study of related technical issues and topics such as outcome-based evaluation, mixed methods, measurement of change, validity typology, impact assessment, logic modeling, training evaluation, multilevel analysis, cluster evaluation, and meta-analysis and meta-evaluation.
Prerequisite: CTL2006 or equivalent, or permission of instructor.
T. Lam and staff

CTL2805H Scaling Theory

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures.
Prerequisite: Either CTL2005 or CTL2008, or permission of instructor.
R. Childs

CTL2806H Evaluation of Educational Policies

Case studies including Third World settings illustrate use of qualitative and quantitative data in the context of organizational theory. The seminar emphasizes gathering and interpreting data from multiple sources (qualitative and quantitative). Intended for students interested in master's and doctoral research leading to recommendations about policy, curriculum reform, teacher training and/or resource allocation at any level: within individual schools, districts (school boards), regions, provinces/states or nations, as well as within colleges, universities and ministries.
S. Churchill

CTL2807H Applied Research Design and Data Analysis

This seminar is intended primarily for doctoral students. The are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of selected topics in data analysis, e.g. exploratory analysis, logistic regression, multilevel modeling, and recent advances in some of the techniques introduced in course CTL2008 and CTL2808.
Prerequisite: CTL2808, or permission of the instructor.
R. Childs

CTL2808H Intermediate Statistics and Research Design

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.
Prerequisite: CTL2004 or equivalent, or permission of instructors.
R. Childs, R.G. Wolfe, R. Traub or staff

CTL2809H Multivariate Analysis with Applications

Multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, and general linear models, are discussed with application to data.
Prerequisite: CTL2008, CTL2808, or permission of instructors.
R.G. Wolfe

CTL2810H Seminar in Evaluation Problems

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.
Prerequisite: CTL2803 or equivalent.
NOTE: Practicum CTL2997 and Seminar CTL2810 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.
Staff

CTL2811H Seminar in Measurement and Experimental Design

Consideration of theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.
Prerequisite: Permission of the instructor.
Staff

CTL2812H Scaling Methods

Theory and application of unidimensional and multidimensional scaling techniques, including advanced item response theory (IRT), dual scaling, and multidimensional scaling.
R. Childs

CTL2813H Measurement and Educational Policy

This course concerns policy decisions made on the basis of educational assessment data. It focuses on three roles of assessment, for gatekeeping, for accountability, and for instructional improvement, with a view to the major concerns of accuracy, fairness and curricular impact. The course also deals with recent attempts to reconceptualize validity and reliability in light of performance assessment. Within the category of gatekeeping, we will examine minimal competency graduation requirements, external examination systems, and school-awarded grades. With respect to accountability, we will examine interna-

tional assessment data, school comparisons, value-added and schools-like-me models, and indicator systems. The consideration of instructional improvement will include school profile analysis, analytic scoring systems for performance systems, and alternatives to centrally-scored assessments.
NOTE: Students should have an understanding of basic concepts such as those found in CTL2009 and CTL2808.
P. Nagy

CTL2997H Practicum in Measurement and Evaluation: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Examples of typical activities are developing an evaluation project and/or acting as research assistant and advisor to educational bodies or agencies.
NOTE: Arrangements for this practicum are made through the Practicum Coordinator. Inquire at department office at least two months before beginning of term.
Staff

CTL2998H Individual Reading and Research in Measurement and Evaluation: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL2999H Special Topics in Measurement and Evaluation: Doctoral Level

A course designed to permit the study, (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL2998, which is normally conducted on a tutorial basis.
Staff

JCT2000H Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable.
NOTE: This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS
L. Earl and R. Wolfe

JCT2001H Using Classroom Assessment to Enhance Student Learning

This course will focus on theory, research and practice connecting classroom assessment to student learning. It will include 1) understanding a variety of classroom assessment strategies; 2) identify learning expectations and indicators; 3) matching assessment to expectations; 4) assessing students' work and 5) using feedback strategies for learning.
L. Earl and R. Childs

JCT2800H Advanced Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable.
NOTE: This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS
L. Earl and R. Wolfe

Second Language Education Program

Program Coordinator and Head, Modern Language Centre:
Alister Cumming

Core Faculty
S. Churchill
J. Cummins
A. Gagné
N. Labrie
S. Lapkin
N. Spada
M. Swain

Associate Faculty
M. Heller, Sociology and Equity Studies in Education
E. Geva, Human Development and Applied Psychology
R. Helms-Park, Division of Humanities, University of Toronto at Scarborough

Studies in Second Language Education (SLE) focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies and planning, and student and program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy. The Second Language Education Program links with resources and research in the Modern Language Centre, where most of the faculty are located. The Modern Language Centre Resource Collection and la Collection Franco-Ontarienne are located in the OISE/UT Education Commons.

The Program offers four degrees: the M.Ed., M.A., Ph.D. and Ed.D. (The requirements described below apply to students beginning in 1998 and thereafter; students previously registered in the Program follow regulations describing Second Language Education as a specialization within the Curriculum Program in versions of the OISE/UT *Bulletin* prior to 1998.)

Master of Education

Applicants are accepted under SGS general regulations, which specify an appropriate four-year University of Toronto bachelor's degree or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.Ed. program of study consists of eight half-courses plus a major research paper (MRP); one of the courses must be either CTL 3000H Foundations of Bilingual and Multicultural Education or CTL 3002Y Methodology and Organization of Language Teaching. Students must take a minimum of four half-courses within the SLE Program. The M.Ed. program of study may be taken on a full or part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 20 - 25.)

Master of Arts

Applicants are accepted under SGS general regulations. Admission requires a four-year University of Toronto Bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. Enrolment in the M.A. (rather than M.Ed. degree program) is advisable for students expecting to pursue a doctorate in the future. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.A. program of study may be undertaken on a full-time or part-time basis and consists of eight half-courses and a thesis. Students must take a minimum of four half-courses within the SLE Program. Courses must include CTL3001H Research Colloquium in Second Language Education, Masters Level plus a course in research methods relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H, CTL3803H, CTL3807H, CTL4005H, CTL4802H or CTL4805H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor. All requirements for the degree must be completed within five calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 20 - 25.)

Doctor of Philosophy

Individuals pursuing the Ph.D. typically wish to be university professors in this field. Applicants are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a Qualifying Research Paper (QRP). Ordinarily, applicants will have a minimum of two years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The Ph.D. involves six to eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE Program. Students are required to take CTL 3801H Research Colloquium in Second Language Education, Doctoral Level as well a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H, CTL3803H, CTL3807H, CTL4005H, CTL4802H or CTL4805H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor. Two consecutive years of full-time study are required at the beginning of the Program, during which time students usually complete course requirements, pass the comprehensive examination, prepare a thesis proposal and form a thesis committee. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 20 - 25.)

Doctor of Education

The Ed.D. is intended for individuals who have already established a professional career in Second Language Education and wish to make aspects of their professional practice the subject of their graduate studies and thesis research. Candidates are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a Qualifying Research Paper (QRP). Ordinarily, applicants will have a minimum of three years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The Ed.D. ordinarily involves eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE Program. Students are required to take CTL 3801H Research Colloquium in Second Language Education, Doctoral Level as well as a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H, CTL3803H, CTL3807H, CTL4005H, CTL4802H or CTL4805H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirement will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor. The Ed.D. requires two consecutive sessions (i.e., one academic year) of full-time study at some point during the program of study. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 20 - 25.)

NOTE: Other courses may be taken in other programs in the Department of Curriculum, Teaching and Learning; other Departments at OISE/UT; in the Departments of Linguistics; Anthropology; or in language departments at the University.

Courses

The following is a list of courses offered within the Second Language Education Program. Not all of the courses listed are offered in any given year.

CTL3000H Foundations of Bilingual and Multicultural Education

Foundation course for the Second Language Education Program, also open to students from other programs. The course is offered for students particularly concerned with issues of second language instruction, education for minority populations, and pluralism in education, defined in terms of language, culture (including religion), or ethno-racial origin. The emphasis is on study of major foundational writings that have shaped current thinking about these topics and on deriving implications for reflective teaching practice.
S. Churchill

CTL3001H Research Colloquium in Second Language Education: Master's Level

This colloquium provides opportunities to become familiar with ongoing research, research methodologies, and curriculum activities in second-language learning and teaching.
S. Lapkin and M.K. Swain

CTL3002Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
A. Gagne, staff

CTL3003H Theory of Second-Language Teaching

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
Staff

CTL3004H Language Awareness and its Role in Teacher Development

The language awareness movement is based on the belief that a place should be found in the school curriculum for exploring the nature of language in general: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and second language learners, its role in society, its central importance as a tool for thinking and learning, etc. The aim of the course is to consider the potential of language awareness as a unifying concept which provides a common basis for first and second language education, and which plays an important role in teacher development.
R. Helms-Park, staff

CTL3005H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
Staff

CTL3006H Descriptive and Educational Linguistics of English

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language. A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.
Staff

CTL3007H Séminaire sur le language et la communication

Ce cours a deux buts principaux : (1) initier les étudiant(e)s aux sciences du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex. : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français.
Prérequis: très bonne connaissance du français.
N. Labrie

CTL3007H Seminar in Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
Staff

CTL3008H Critical Pedagogy, Language and Cultural Diversity

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.
J.P. Cummins

CTL3009H L'éducation des minorités linguistiques et culturelles: l'analyse comparative de la politique éducative

Le cours en français traite en priorité de la politique et l'éducation en langue française destinée aux francophones, ainsi que de la politique entourant les programmes d'immersion en français. L'accent est mis sur les implications de la politique définie aux différents niveaux - fédéral, provincial, conseil scolaire - pour l'enseignement et le rôle de l'école dans la communauté.
NOTE: Oral proficiency in French is required; papers in English will be accepted by request.
S. Churchill

CTL3009H Education for Linguistic and Cultural Minorities: Comparative Policy Analysis

Educational policies, particularly curriculum policy, are studied for minorities in Canada, other industrialized nations, and Third/Fourth World nations. Emphasis is placed on practical aspects of school impacts of policies and on the role of the minorities in advancing their interests in the policy process controlled by others.
S. Churchill

CTL3010H Second-Language Learning

This course examines theories and research in second language (L2) acquisition, including cognitive, linguistic, social, biological and affective variables that account for relative success in L2 learning. The role of instruction in L2 learning is also discussed.
N. Spada

CTL3011H Bilinguisme et éducation

Ce cours traite des diverses formes de l'éducation bilingue, surtout en ce qui concerne les questions et les résultats de recherche relatifs à l'éducation bilingue au Canada destinée aux francophones, aux anglophones, aux immigrant(e)s et aux autochtones. L'on traite également de l'impact du bilinguisme sur les processus cognitifs, les habiletés psycholinguistiques et la personnalité.
N. Labrie

CTL3011H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada - for English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
J.P. Cummins

CTL3012H Communicative Competence

This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks.
A. Gagne or N. Labrie

CTL3013H Second Language Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.
A. Cumming

CTL3013H Evaluation de la compétence langagière

"Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes : la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en général. À l'intérieur de chacun de ces domaines, les principaux instruments de mesure, l'usage approprié de ces instruments, et les questions clés sont étudiées. L'évaluation langagière en milieu minoritaire est un thème qui sera examiné plus particulièrement."
Staff

CTL3014H Collaborative Learning in Second-Language Classrooms

The rationales for collaborative learning in second-language teaching contexts will be examined with particular reference to second-language acquisition theory and research. Students will experience collaborative learning in order to understand its advantages and disadvantages.
M.K. Swain

CTL3015H Seminar in Second-Language Literacy Education

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.
A. Cumming and J. Cummins

CTL3016H Minority Groups and Cultural Determinants of the Curriculum

This course will focus on the schooling of children from immigrant/ethnic backgrounds. It will emphasize family dynamics in the Canadian social and educational environment and the role of language, including ESL/FSL and the home language. Among groups to be considered are refugee children.
S. Churchill

CTL3018H Language Planning and Policy

The study of language planning and policy-making is a relatively recent field and represents new realizations about how governments and other bodies have involved themselves in language issues. This course aims to provide some understanding of work in this field, the way in which it is developing and the problems it faces. The course will emphasize practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.
N. Labrie

CTL3018H Politique et aménagement linguistique

Ce cours porte sur l'étude de la pratique et de l'analyse de l'intervention humaine sur la langue ou sur les situations linguistiques. Notre objectif sera de mieux comprendre pourquoi et comment on en vient à élaborer des politiques linguistiques, quelles en sont les composantes et les principales étapes, et de quelle façon les politiques linguistiques se répercutent dans les programmes scolaires. Les cas que nous étudierons proviendront principalement de la francophonie, l'accent étant mis sur les expériences canadiennes, notamment au Québec et en Ontario. La question des droits scolaires en Ontario retiendra tout particulièrement notre attention.
N. Labrie

CTL3019H Research Themes in Canadian French as a Second Language Education

The last twenty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education with particular attention being given to research methods (core, extended, immersion, and adult FSL).
S. Lapkin

CTL3020H Writing in a Second Language

This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.
A. Cumming or S. Lapkin

CTL3021H Pedagogical Grammar of French

This course offers FSL teachers the opportunity to deepen their understanding of the French language system, and to consider what teaching strategies and techniques can facilitate their students' learning of the language system without compromising the important emphasis on the experiential use of the language. French "grammar" is broadly defined to include aspects of the sound system, vocabulary, syntax and discourse (oral and written).
S. Lapkin

CTL3022H Languages in Aboriginal Education

This course introduces students to information about Aboriginal languages in Canada and structures of formal education for Aboriginal students. Trends in Aboriginal and official language use will be compared with expectations based on school language policies and implementation in terms of curriculum, teaching approaches, syllabus design, teacher hiring, and preparation. Implications of various social and political factors in aboriginal communities and their environments will be discussed. This course addresses issues in Aboriginal language maintenance and enhancement in Canada with special emphasis on the role of the school. Matters relating to official language education are also considered. Examples from indigenous language communities outside of Canada will be included.
Staff

CTL3023H Le Français Canadien d'un Point de Vue Educatif et Sociolinguistique

Ce cours a pour but de familiariser les étudiantes et étudiants aux caractéristiques principales du français canadien. Il s'agit d'abord d'en retracer les origines et l'évolution historique, puis d'en dégager les principaux traits, du point de vue lexical, phonétique, morphosyntaxique et discursif. Nous examinerons en outre des phénomènes sociolinguistiques entourant la construction de la

norme et l'insécurité linguistique. Ce cours se veut aussi une initiation pratique à la recherche sociolinguistique appliquée au français canadien et une réflection sur ses implications pédagogiques.
N. Labrie

CTL3797H Practicum in Second Language Education: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.
NOTE: Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL3798H Individual Reading and Research in Second Language Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL3799H Special Topics in Second Language Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL3798, which is normally conducted on a tutorial basis.
Staff

CTL3800H Second Language Classroom Research

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.
M.K. Swain

CTL3801H Research Colloquium in Second Language Education: Doctoral Level

This colloquium provides opportunities for students to learn about ongoing research in Second Language Education and to pursue the study of a research area of interest to them.
M.K. Swain and S. Lapkin

CTL3802H Research Seminar in Multilingual/Multicultural Education

A critical analysis of research on multilingual/multicultural phenomena intended (a) to broaden students' knowledge of advanced research in the area, and (b) to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.
J.P. Cummins

CTL3803H Ethnographic Research in the Language Disciplines

The goal and main assignment of this course is the development of a draft thesis proposal for doctoral research in first or second language topics. Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.
Staff

CTL3804H Advanced Colloquium in the Educational Linguistics of English

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.
Staff

CTL3805H Aspects of Second-Language Acquisition

This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice.
Prerequisite: Permission of instructor.
N. Spada

CTL3806H Sociocultural Theory and Second Language Learning

This course will examine aspects of second language learning (SLL) from the perspective of a sociocultural theory of mind. Key concepts from sociocultural theory, for example zone of proximal development (ZPD), scaffolding, private speech, and mediation will be considered as they relate to SLL. Relevant writings of Vygotsky, Leont'ev, Cole, Donato, Lantolf, van Lier, Wertsch and others will be read in depth.
M. Swain

CTL3807H Processing Second Language Data

For thesis students (M.A., Ph.D., or Ed.D.) preparing to do empirical research on second language learning, instruction, and/or curriculum, this course reviews and provides experience with relevant techniques for data collection (e.g. focus groups, interviewing, verbal reports, observation, discourse analysis, questionnaires, tests); data analyses (e.g., coding, profiling, summarizing, reliability and verification checks, validation), and addressing ethical issues in research with humans.
A. Cumming

CTL3997H Practicum in Second Language Education: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL3998H Individual Reading and Research in Second Language Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL3999H Special Topics in Second Language Education: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL3998, which is normally conducted on a tutorial basis.
Staff

JHC1251H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

JTE1952H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller

JTE1952H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.
M. Heller

JTE2912H Teachers' Work: Classrooms, Careers, Cultures and Change

Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or examine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. Some researchers have sought to probe the thinking processes of teachers, particularly the way in which knowledge is expressed in action: others have explored the pivotal role of teachers in school effectiveness and innovation; others have developed models of teachers as workers under threat; still others have analyzed the extent to which gender structures teachers' lives and careers.

This course provides an introduction to such topics, at the same time encouraging students who are or have been teachers to reflect upon their own experience and the context in which it occurs. We look at teachers as individuals using skills and creating identities; as actors and negotiators in classrooms; as colleagues in a workplace; as members of an occupation. Throughout, we shall remain alert to the social policy contexts and constraints within which teachers must operate as strategists and decision-makers.
S. Acker

Teacher Development Program

Core Faculty

C. Beck
K. Cooper
M. Connelly
P. Diamond
G. Feuerverger
B. Kilbourn
M. Kooy
C. Kosnik

Associated Faculty

S. Acker
C. Conle
L. Hannay

Studies in the Teacher Develpment Program focus on the personal, collaborative and organizational experiences of teachers throughout their careers. The Program encompasses such areas as: teacher knowledge, teacher identity, teacher beliefs and practices, teacher inquiry, or teacher learning; classroom and school improvement, teacher leadership, preservice and inservice education, or teacher politics; and equity and gender matters in teaching, cultural dimentions of teachers' lives, or the changing social and political context of teachers in society. The Teacher Development Program examines knowledge and supports research related to each of these areas.

Master of Education

This degree is designed for practising educators who wish to apply knowledge and skills in teacher development to the improvement of educational practice. Applicants are accepted under SGS general regulations, which specify an appropriate four-year University of Toronto bachelor's degree or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto **mid-B or better** in the final year. One year of professional education for teaching, or the equivalent in pedagogical content, is recommended. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Since the Teacher Development Program focuses on teaching in general, professional experience in education can include teaching in other areas (e.g., nursing).

The M.Ed. program of study consists of eight half-courses, four of which are normally undertaken in the program, plus a major research paper (MRP), and may be taken on a full or part-time basis. Additional study may be required either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 20 - 25.)

Master of Arts

This degree is designed to provide academic study and research training related to teacher development. Applicants are accepted under SGS general regulations. Admission normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Since the Teacher Development Program focuses on teaching in general, professional experience in education can include teaching in other areas (e.g., nursing). Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. degree program.

The M.A. program of study may be undertaken on a full-time or part-time basis and consists of eight half-courses, four of which are normally undertaken in the program, and a thesis. Additional courses may be required of some applicants. All requirements for the degree must be completed within five calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 20 - 25.)

Doctor of Education

Applicants are accepted under SGS general regulations. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of three years professional experience in education prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program of study normally consists of eight half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program of study includes one year of full time study, but, may be initiated on a full-time or part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 20 - 25.)

Doctor of Philosophy

Applicants are admitted under SGS general regulations. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. A candidate's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program of study normally consists of six half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are required. The Ph.D. program of study must be initiated on a full-time basis and requires two consecutive years of full-time study. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 20 - 25)

Courses

The following is a list of courses offered within the Teacher Development Program. Not all of the courses listed are offered in any given year.

CTL4000H Improving Teaching

A critical review of current approaches to analyzing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B.S. Kilbourn

CTL4001H Facilitating Reflective Professional Development

Reflective practice is one means through which practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identify and examine professional development strategies which could facilitate reflective professional development. Students will critique these models by utilizing the concepts from the reflective practice literature.
L.M. Hannay

CTL4002H Constructive Feedback in Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of instructor.
B.S. Kilbourn

CTL4003H Teacher Development and School Improvement

This course examines various approaches to studying, describing, and explaining teacher development at different stages in a teacher's career (e.g., preservice, induction, inservice years). Particular emphasis is placed on the relationship between teacher development policies, practices, and various approaches to school improvement (e.g., inservice training, innovation implementation, effective schools projects). Generally, the course considers how teacher development can improve schools and how school improvement initiatives can influence teacher development.
C.T.P. Diamond

CTL4004H From Student to Teacher: Professional Induction

This course critically examines the various conceptual and structural approaches to teacher education, including an inquiry-based, transformative orientation. Participants engage in their own inquiries, exploring the ways in which they construct professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research methodologies and research findings are discussed for the purposes of deepening our understandings of our current teaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.
M. Kooy

CTL4005H Arts-Based Approaches to Teacher Development

This course uses arts-based textual strategies such as stories, self-narratives, poems, split text, duologue, palimpsest, and visuals to explore teacher-researcher development. As in a postmodern Gothic mystery, development is represented as a detective thriller with an ongoing contest between aspects of a teacher-self and its context. The protagonists include "the teacher I hope to become" and "missing or 'kidnapped' parts of teacher-self" such as child-artist. The antagonists include "the teacher I fear to remain" and "false, idealized teacher-selves". "The teacher I am" provides a staging point for the next round of development. In a series involving transformation, arrest, or resistance, any ending only provokes new beginnings.
C.T.P. Diamond

CTL4006H Text, Values, and Teacher Development

This course examines contemporary literary and cultural theories regarding the meanings of a variety of texts. It helps participants to identify key texts of their lives and work and to examine the multiple meanings, inherent values, and possible implications within them. Ways in which the interpretations of texts reveal, reinforce, and challenge values in school and society are explored. Emphasis is placed upon the teacher as participant and mediator in the process of textual inquiry.
Staff

CTL4007H Language, Culture, and Identity: Using the Literary Text in Teacher Development

The literary text is used as a vehicle for reflection on issues of language and ethnic identity maintenance and for allowing students an opportunity to live vicariously in other ethnocultural worlds. The focus is on autobiographical narrative within diversity as a means to our understanding of the "self" in relation to the "other". The course examines the complex implications of understanding teacher development as autobiographical/biogra-

phical text. We then extend this epistemological investigation into more broadly conceived notions of meaning-making that incorporate aesthetic and moral dimensions within the multicultural/anti-racist/anti-bias teacher educational enterprise.
G. Feuerverger

CTL4008H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
B.S. Kilbourn

CTL4009H Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practicing teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.
G. Feuerverger

CTL4010H Action Research in Language and Learning

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.
Prerequisite: Permission of instructor.
Staff

CTL4011H Teaching and School Renewal

The central idea of this course is that improvements in schooling cannot be externally imposed; rather, schools improve as teachers gradually fine-tune their craft, with support from other quarters. The course enlists the aid of experienced and beginning teachers in clarifying the role of the teacher and considering how it can be enhanced. Topics include: the goals of teaching, the teacher-student relationship, facilitating student learning, modifying the curriculum, combining academic learning with life learning, building a class community, teachers as researchers, and school restructuring. The course links theory and practice, helping teachers develop their understanding of teaching by addressing questions of everyday practice.
C.M. Beck

CTL4012H Thoughtful Teaching and Practitioner Inquiry

This course will explore the view that teachers are "thoughtful practitioners", the primary agents of schooling. It will focus on the empowerment of teachers through school-based inquiry and through a more adequate understanding of the teacher's abilities and role. A small research study in a teaching context (school or preservice) will be required in this course. Assistance will be given in research methodology for the study.
C. Beck and C. Kosnik

CTL4013H Comparative and Cross-Cultural Perspectives

In this course we explore differences in the ways "Knowledge", "Teaching" and "Learning" are constructed and understood in different cultures, and how these affect how teachers learn and promote learning, with particular emphasis on multicultural settings. An underlying theme is how one can best bring together a) narrative, and b) comparative/structural ways of knowing in order to better understand teacher development in varying cultural/national contexts. The choice of particular nations/regions/cultures on which to focus in the course responds to the experience and interest of the students and the availability of useful literature regarding a particular geo-cultural area with respect to the basic themes of the course.
Staff

CTL4797H Practicum in Teacher Development Program: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.
NOTE: Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL4798H Individual Reading and Research in Teacher Development Program: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL4799H Special Topics in Teacher Development Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of teacher development not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL4798, which is normally conducted on a tutorial basis.
Staff

CTL4800H Seminar: Current Problems in Teacher Development and Curriculum Studies: Apprenticeship

The examination of a current topic or problem in teacher development and curriculum studies through an apprenticeship. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics and apprenticeship sites will vary from year to year depending upon the interests of course members.
C.T.P. Diamond and staff

CTL4801H Narrative and Story in Research and Professional Practice

A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.
Prerequisite: Permission of instructor.
C. Conle

CTL4802H Qualitative Research in Teaching

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.
Prerequisite: Permission of instructor.
B.S. Kilbourn

CTL4803Y Women as Change Agents in Educational Systems

This course provides an overview of the experiences of girls and women in educational institutions from many perspectives. How women have historically influenced the culture, climate, and curriculum of schools will be discussed as well as the ways in which the occupational culture and conditions of the work place, teacher ideology, and societal expectations act as barriers and blocks to change initiated by females. New possibilities for women to act as change agents by altering classroom interactions will be explored through revised methods of evaluation, and through the understanding that they can provide leadership whatever their role in the system. In considering how women may act as agents for change, the texts of film, novel, story, visual art, and our own lives will be drawn upon. Participants play an active role in the design of the course and in making use of it for their own development as teachers.
Staff

CTL4804H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, the nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.
Prerequisite: Permission of instructor
C.T.P. Diamond or staff

CTL4997H Practicum in Teacher Development Program: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.
NOTE: Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL4998H Individual Reading and Research in Teacher Development Program: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL4999H Special Topics in Teacher Development Program: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of teacher development not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL4998, which is normally conducted on a tutorial basis.
Staff

Collaborative Graduate Degree Programs

The department of Curriculum, Teaching and Learning participates in the following Collaborative Graduate Degree Programs.

- Comparative, International and Development Education
- Environmental Studies
- Graduate Collaborative Program in Women's Studies (GCWS)

Additional information is available in the "Collaborative Graduate Degree Programs" section of this ***Bulletin*** (pages 158 - 160) and the ***School of Graduate Studies Calendar.***

Comparative, International and Development Education

Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education jointly offer graduate degree programs (M.Ed., M.A., Ed.D., Ph.D.) in Comparative, International and Development Education. Additional information is available in the "Collaborative Graduate Degree Programs" section (pages 158 - 159) and the ***School of Graduate Studies Calendar***. Interested students should forward an application to both the OISE/UT department(s) of their choice and the CIDE Program Coordinator. Prospective applicants are strongly encouraged to contact the CIDE Program Coordinator in advance of submitting their application.

Further information is available from:

Joseph P. Farrell, Head
Comparative, International, and Development
Education Centre (CIDEC)
Telephone: 416-923-6641 ext. 2361
E-mail: jfarrell@oise.utoronto.ca
OR
Harriet Hori
CTL Graduate Studies Liaison
Telephone: 416-923-6641 ext. 2603
E-mail: hhori@oise.utoronto.ca

Courses

The following is a list of courses offered by the department of Curriculum, Teaching and Learning within the Comparative, International and Development Education Collaborative Program. Not all of the courses listed are offered in any given year. Students should also see course lists under the other collaborative departments' sections of this ***Bulletin***.

CTL6000H Introduction to Comparative, International, and Development Education

This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and nonformal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and nonformal educational policy problems common to many societies.

J.P. Farrell and D.W. Livingstone

CTL6001H The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs

This course will examine traditional and innovative approaches to occupational training. Both preservice and inservice program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a crossnational perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.

D.N. Wilson or staff

CTL6002H Education and Social Development

This course examines the linkages between education, both formal and nonformal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.

J.P. Farrell or staff

CTL6003H Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyze aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an

interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.
D.N. Wilson or staff

CTL6797H Practicum in Comparative, International and Development Education Program: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator.
NOTE: Inquire at the department office at least two weeks before the beginning of the session.
Staff

CTL6798H Individual Reading and Research in Comparative, International and Development Education Program: Master's Level

A course designed to permit the study of a specific area not already covered in the courses listed for the current year.
Staff

CTL6799H Special Topics in Comparative, International & Development Education Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL6798, which is normally conducted on a tutorial basis.
Staff

CTL6800H Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyze and evaluate those positions using both relevant theory and available empirical data.
D.N. Wilson or staff

CTL6801H Methodologies for Comparing Educational Systems

This course is designed for prospective or practicing researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analyzing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.
Staff

CTL6997H Practicum in Comparative, International and Development Education Program: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator.
NOTE: Inquire at the department office at least two weeks before the beginning of the session.
Staff

CTL6998H Individual Reading and Research in Comparative, International and Development Education Program: Doctoral Level

A course designed to permit the study of a specific area not already covered in the courses listed for the current year.
Staff

CTL6999H Special Topics in Comparative, International and Development Education Program: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of comparative international and development education not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL6998, which is normally conducted on a tutorial basis.
Staff

Environmental Studies Collaborative Program

The Department of Curriculum, Teaching and Learning is one of several U of T departments to collaborate with the Institute of Environmental Studies to offer M.A., M.Ed., Ph.D. and Ed.D. degree programs. Typically, between two and four courses are chosen from the graduate courses listed with the Institute of Environmental Studies. Courses of particular interest include:

IES1001F	Environmental Decision Making
IES1002S	Environmental Management Case Studies
IES1200S	Current Issues of Environmental Change
IES1202S	Environmental Issues in Developing Countries
IES1700H	Ecological Economics
IES1701F	Environmental Law
IES1705F	Corporate Perspectives on the Environment
JPV1201S	Politics, Bureaucracy and the Environment
JPV2147F	Environmental Philosophy
MIE1901F	Technology, Society and the Environment

Internships for students are sometimes available through the Institute for Environmental Studies. Interested students should forward an application to both the CTL Department and the Institute for Environmental Studies.

For further information, consult the ***School of Graduate Studies Calendar,*** and contact:

David Selby, Professor and Head
International Institute for Global Education
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 4540
E-mail: dselby@oise.utoronto.ca
AND/OR
Donna Workman, IES Graduate Student Advisor
Institute for Environmental Studies
33 Willcocks Street, Suite 1022
Toronto, Ontario M5S 3E8
Telephone: 416-978-7077
Fax: 416-978-3884
E-mail: ies.gradinfo@utoronto.ca
Website: www.utoronto.ca/env/ies.htm

Graduate Collaborative Program in Women's Studies (GCWS)

The Department of Curriculum, Teaching and Learning is one of several University of Toronto departments to participate in the Graduate Collaborative Program in Women's Studies (GCWS), offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship.

The Program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. Courses of particular interest include:

CTL1011H	Anti-Discriminatory Education in School Settings
CTL1012H	Curriculum for Girls and Young Women: Historical and Contemporary Issues
CTL1101H	Arts and Education: Practice and Theory
CTL1300H	Curriculum, Popular Culture, and Social Differences
CTL1309H	Les stereotypes sexuels dans les progrmmes scolaires
CTL1310H	Feminist Theory, Identity Politics and Contemporary Educational Thought
CTL1311H	Gender, Education and Nationhood: An international Feminist Dialogue
CTL1312H	Democrative Citizenship Education
CTL1313H	Gender Equity in the Classroom
CTL1840H	Gender Issues in Mathematics, Science, and Technology

All programs of study should be planned in consultation with Elizabeth Smyth, program advisor in the CTL Department, and with Tara Goldstein, GCWS Coordinator of Graduate Studies. Further information is also available on page 160 and from the ***School of Graduate Studies Calendar.***

Further information is available from:

Elizabeth Smyth, CTL Department
252 Bloor Street West
Telephone: 416-923-6641 ext. 2761
Email: jdillabough@oise.utoronto.ca
OR
Tara Goldstein, GCWS Coordinator of Graduate Studies
Innis College, 2 Sussex Avenue, Room 232
Toronto, Ontario M5S 1J5
Telephone: 416-978-3668
Email: grad.womenstudies@utoronto.ca
Website: www.utoronto.ca/womens

Human Development and Applied Psychology (HDAP)

The faculty of the Department of Human Development and Applied Psychology is the strongest concentration of developmental psychologists in a single department in Canada. Our commitment is to applications of developmental research in education and in clinical issues affecting children, adolescents, and young adults. Among us are a number of very distinguished senior scholars, whose accomplishments have made us highly visible in the international research community.

We currently offer the following graduate degree programs:

Child Study and Education (M.A.)

Based at the Institute of Child Study, an initial teacher education program leading to the Ontario Teachers Certificate of Qualification and an M.A.

Human Development and Education (M.A., M.Ed., Ph.D. and Ed.D.)

A program with a concentration in Adaptive Instruction and Special Education.

Master of Teaching in Human Development and Curriculum (M.T.)

An initial teacher education program leading to the Ontario Teachers Certificate of Qualification and a Master of Teaching degree.

School and Clinical Child Psychology (M.A. and Ph.D.)

A program intended to fulfil the academic requirements for registration as a psychological associate and psychologist.

In addition to the information provided on the following pages, the specific requirements for each program are described in more detail in a booklet titled ***Department of Human Development and Applied Psychology Program Guidelines***. Students are expected to consult the Program Guidelines for specific policies governing their programs. Copies of the Program Guidelines are available in the department.

General Information

For application information and forms visit the Registrar's Office website: **http://ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663/
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca
Website: www.oise.utoronto.ca/depts/hdap/index.html

For registration information, contact:

Christine Fung, Liaison Officer
Registrar's Office, Graduate Studies Registration Unit
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

For academic information, contact:

Child Study and Education

Elizabeth Rentzelos
Telephone: 416-934-4525
E-mail: ics.info@oise.utoronto.ca

Human Development and Curriculum

Marisa Freire
Telephone: 416-923-6641 ext. 2422
E-mail: mfreire@oise.utoronto.ca

Human Development and Education

Kathleen Kiang
Telephone: 416-923-6641 ext. 2224
E-mail: kkiang@oise.utoronto.ca

School and Clinical Child Psychology

Diana Robinson
Telephone: 416-923-6641 ext. 2414
E-mail: jdrobinson@oise.utoronto.ca

Programs and Admissions Officer

Nancy Smart
Telephone: 416-923-6641 ext. 2324
E-mail: nsmart@oise.utoronto.ca

Chair of the Department

Janet W. Astington, Ph.D. (Toronto)
Professor, cross-appointed to the Department of Psychology and to University College
(cognitive and linguistic development; children's theory of mind; metalinguistics; socio-cultural context of development)

Associate Chair of the Department

Marc Lewis, Ph.D. (Toronto)
Professor
(personality development; emotional development; cognition/emotion interactions in development; dynamic systems approaches; emotional neurobiology)

Faculty

Mary Louise Arnold, Ed.D. (Harvard)
Associate Professor,
(adolescent development; sociomoral reasoning; values acquisition; identity formation; ethical dimensions of teacher-student relations)

Carl Bereiter, Ph.D. (Wisconsin)
Professor and Co-Director, Programs and Research, Education Commons
(cognitive processes in school learning; instructional psychology; applied epistemology; innovative learning technologies)

Andrew Biemiller, Ph.D. (Cornell)
Professor
(language and reading; self-direction and education; educational programs)

Carl Corter, Ph.D. (North Carolina)
Professor and Director, Institute of Child Study
(kindergarten education; parenting; sibling and family relationships; infant development)

Alister Cumming, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(English as a second/foreign language; language learning; instruction and curriculum; writing in second languages; evaluation; applied cognitive science)

Joseph Ducharme, Ph.D. (Toronto)
Associate Professor
(prevention and treatment of behavioural disorders associated with child psychopathologies; compliance; parent, teacher and staff training)

Michel Ferrari, Ph.D. (UQAM)
Assistant Professor and Head of Centre for Applied Cognitive Science
(development of academic excellence in the self; domain-expertise; professional ethics; conceptual change; evolution and theory of mind)

Esther Geva, Ph.D. (Toronto)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in bilingual/multicultural contexts; research design and evaluation)

Jennifer Hardacre, Ed.D. (Nova)
Senior Lecturer
(play as a learning medium; teacher education; constructivist teaching)

Thomas W. Humphries, Ph.D. (Northwestern)
Adjunct Professor and Associate Professor, Department of Paediatrics, seconded to OISE/UT
(learning disabilities; treatment intervention; learning and behavioural correlates of medical conditions)

Jenny Jenkins, Ph.D. (London)
Professor, cross-appointed to the Department of Psychology
(social and emotional development; family interaction; child psychopathology)

Anne Jordan, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Daniel Keating, Ph.D. (Johns Hopkins)
Professor
(human development; cognitive and social processes in developmental diversity)

Nancy Link, Ph.D. (Toronto)
Lecturer, Clinical Director, School and Clinical Child Psychology Program
(Personality assessment; emotional development)

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Adult Education and Counselling Psychology
(school psychology; models of service delivery; preventive practices and dynamics of change; social/emotional relationships and depression in schools; ethnic identity development)

Chris Moore, Ph.D. (Cambridge)
Professor
(development of social understanding in infants and preschool children; development of self)

Joan Moss, Ph.D. (Toronto)
Assistant Professor
(children's mathematical development; cognitive development; teaching and learning mathematics - elementary)

Keith Oatley, Ph.D. (London)
Professor, cross-appointed to the Department of Psychology and to University College
(cognition and emotion; human/computer interaction; psychology of narrative literature)

David R. Olson, Ph.D. (Alberta)
Professor and Head, cross-appointed to the Department of Linguistics and to University College
(language development; cognitive development; cognition and literacy)

Janette Pelletier, Ph.D. (Toronto)
Assistant Professor
(early childhood development and education; early French immersion; teacher beliefs and practices; theory of mind and schooling)

Michal Perlman, Ph.D. (Waterloo)
Assistant Professor

Joan Peskin, Ph.D. (Toronto)
Assistant Professor
(children's theory of mind; expertise in literary reading; cognition and instruction)

Michele Peterson-Badali, Ph.D. (Toronto)
Associate Professor
(children's understanding of social phenomena and institutions [e.g. legal, medical]; legal knowledge and reasoning; children's rights; young offenders; social policy relating to youth justice)

Marlene Scardamalia, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(research on cognitive processes; intentional learning; the design of computer-supported intentional learning environments)

Katreena Scott, Ph.D. (Western)
Assistant Professor
(family violence; transmission of violent behaviours; change through treatment; measurement of abuse)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(the psychology of critical thinking; reading and reading problems; theories of reading and literacy in children and adults)

Richard Volpe, Ph.D. (Alberta)
Professor
(human development; self-concept; social cognition; family relations; child abuse; theory, policy and practice connections; prevention and human services delivery; school/community interface; history and systems; evaluation research; qualitative methods)

Judith Wiener, Ph.D. (Michigan)
Professor
(social and affective development of children, adolescents, and adults with learning disabilities, ADHD and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

Dale M. Willows, Ph.D. (Waterloo)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(basic processes in reading; reading/writing disabilities; classroom reading/writing instruction; assessment and remediation approaches to written language difficulties)

Earl Woodruff, Ph.D. (Toronto)
Associate Professor; cross-appointed to the Department of Curriculum, Teaching and Learning
(cognition and learning; sociocognitive knowledge building; technology in education)

Associated Faculty

Lesley Atkinson, Ph.D. (York)
Research Head and Senior Psychologist, Centre for Addiction and Mental Health

Nancy Benson, Ph.D. (York)
Assistant Professor, Psychology Department, University of Toronto

Judith Bernhard, Ph.D. (Toronto)
Associate Professor, Ryerson Polytechnic University

Venera Bruto, Ph.D. (Carlton)
Psychologist/Clinical Research Associate, The Toronto Hospital

Ester Cole, Ph.D. (Toronto)
Psychologist, private practice; President, Ontario Psychological Association

Judith Friedland, Ph.D. (Toronto)
Professor, Department of Occupational Therapy, University of Toronto

Luigi Girolametto, Ph.D. (Toronto)
Assistant Professor, Department of Speech Pathology, University of Toronto

Joan Grusec, Ph.D. (Stanford)
Professor, Department of Psychology, University of Toronto

Charles Helwig, Ph.D. (University of California at Berkeley)
Associate Professor, Department of Psychology, University of Toronto

Angela Hildyard, Ph.D. (Toronto)
Associate Professor and Vice-President, Human Resources, University of Toronto

Carla Johnson, Ph.D. (Western)
Assistant Professor, Department of Speech Pathology, University of Toronto

Patrick Lee, Ph.D. (Syracuse)
Professor Emeritus, Teachers College, Columbia University

Katharina Manassis, M.D. (Toronto)
Assistant Professor, cross-appointed from the Department of Psychiatry

Dona Matthews, Ph.D. (Toronto)
Psychoeducational Consultant, private practice

Adrienne Perry, Ph.D. (York)
Psychologist/Coordinator of Research, Thistletown Regional Centre

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto

Joanna Rovet, Ph.D. (Toronto)
Associate Professor, Department of Pediatrics, University of Toronto

Russell Schachar, Ph.D. (Toronto)
Professor, Institute of Medical Science, University of Toronto

Glenn Schellenberg, Ph.D. (Cornell)
Associate Professor, Department of Psychology, University of Toronto at Mississauga

Mark Schmuckler, Ph.D. (Cornell)
Professor, Department of Psychology, University of Toronto at Scarborough

Rosemary Tannock, Ph.D. (Toronto)
Assistant Professor, Department of Psychiatry, University of Toronto

Margot Taylor, Ph.D. (McGill)
Neurophysiologist, The Hospital for Sick Children

Anthony Toneatto, Ph.D. (McGill)
Assistant Professor, cross-appointed from the Department of Public Health Sciences

Sandra Trehub, Ph.D. (McGill)
Professor, Department of Psychology, University of Toronto at Mississauga

Philip Zelazo, Ph.D. (Yale)
Associate Professor, Department of Psychology, University of Toronto

Adjunct Clinical Supervisors

(School and Clinical Child Psychology Program)

Senior Clinical Supervisors

Janice Baryshrik, Ph.D. (Toronto)
Senior Psychologist, York Region District School Board

David Benner, Ph.D. (York)
Chief Psychologist, Hamilton-Wentworth Department of Public Health, Child and Adolescent Services

Yvonne Bohr, Ph.D. (Toronto)
Psychologist, Aisling Discoveries

Ian Brown, Ph.D. (Toronto)
Coordinator of Psychological Services
The Durham Catholic District School Board

Mary Caravias, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Art Caspary, Ph.D. (Waterloo)
Head, Psychology Department
Hincks-Dellcrest Centre (Jarvis Site)

Robin Holloway, Ph.D. (Toronto)
Psychologist, Psychology Department
Child and Family Services, Credit Valley Hospital

Jack Kamrad, Ph.D. (Toronto)
Psychoeducational Consultant, Peel District School Board

Karen Leitner, Ph.D. (Toronto)
Senior Psychologist, York County Hospital

Sherri MacKay, Ph.D. (Toronto)
Psychologist, Centre for Addiction and Mental Health
TAPP-C-Program

Mona McLean, Ph.D. (Toronto)
School Psychologist, Toronto Catholic District School Board

Sandra Mendlowitz, Ph.D. (Toronto)
Psychologist, Markham Stouffville Hospital

Susan Mockler, Ph.D. (York)
Psychologist, Hincks-Dellcrest Centre

Nitza Perlman, Ph.D. (Toronto)
Director, Children Youth Division
Surrey Place Centre

Schrine Persad, Ph.D. (Toronto)
School Psychologist, York Catholic District School Board

Erin Picard, Ph.D. (Windsor)
Psychologist, Bloorview MacMillan Centre

Dermot Stewart, Ph.D. (York)
Psychologist, Toronto Catholic District School Board

James Worling, Ph.D. (Toronto)
Psychologist, Thistletown Regional Centre

Ken Zucker, Ph.D. (Toronto)
Senior Psychologist, Centre for Addiction and Mental Health

Clinical Supervisors

Janice Baker, Ph.D. (Toronto)
Psychoeducational Consultant, Peel District School Board

Alan Bardikoff, Ph.D. (Toronto)
School Psychologist, Shearim Hebrew School

Maru Barrera, Ph.D. (McMaster)
Psychologist, Hospital for Sick Children

Michael DiFranco, Ph.D. (Queen's)
Senior Psychologist, York Catholic District School Board

Chrystelle Garson, Ph.D. (McGill)
Staff psychologist, Child Psychiatry, Sir Mortimer B. Davis Jewish General Hospital

Janice Gouse-Sheese, Ph.D. (Toronto)
School Psychologist, Toronto District School Board

Practicum Supervisors

Carol Hennessy, Ed.D. (Toronto), Coordinator
Nick Scarfo, M.Ed. (Toronto)
Sheldon Seligman, M.Ed. (Toronto)

Laboratory School Staff

(based at the Institute of Child Study)

E. Morley, B.A. (Wilfrid Laurier), Dip.C.S. (Toronto), Principal
A.C. Cassidy, B.A. (Concordia), Dip.C.S. (Toronto)
B. Caswell, B.A. (Trent), Dip.C.S. (Toronto)
J. Comay, B.A., M.A., Dip. C.S. (Toronto)
B. Crook, B.Ed. (Queen's)
C. Durand, Dip. Art (Paris), F.T.Cert. (Toronto)
C. Halewood, B.A., B.Ed. (Toronto), E.C.E.
C. Hamel, B.Ed. (Montreal)
R. Hersen, B.F.A. (York)
J. Kimel, M.A. (Toronto)
N. L'Espérance, M.A. (Toronto)
P. MacDonald, B.A. (York), B.Ed. (Brock), E.C.E. (Seneca College)

M. Martindale, B.A., Dip.C.S. (Toronto)
R. Messina, B.A., B.Ed. (Toronto)
S. Murray, B.F.A. (Columbia)
R. Reeve, B.A., B.Ed. (Queen's), M.Ed. (Toronto)
S. Schwenger, B.A. (Western), M.Ed., M.S.W. (Toronto)
R. Shaw, B.A. (Queen's), Dip. C.S. (Toronto)
J. Simmonds, B.Ed. (Toronto)
R. Smith, B.A. (Toronto)
C. Stephenson, B.A., Dip. C.S. (Toronto)
E. Weininger, B.A., Dip. C.S. (Toronto)

Infant Centre

B. Flint, M. A., Dip. C.S. (Toronto)
S. Freeman, B.A. (York), Dip. C.S. (Toronto)

Professors Emeriti

Betty Flint, M.A. Dip. C.S. (Toronto)
Carol Musselman, Ph.D. (Michigan)
Denis Shackel, Ph.D. (Toronto)
Conchita Tan-Willman, Ph.D. (Minnesota)

Associate Professors (Retired)

Peter Lindsay, Ph.D. (Toronto)
Uri Shafrir, Ph.D. (York)

General Department Admission Information

See Program sections for specific admission requirements.

Students are selected on the basis of academic standing, letters of recommendation, Statement of Intent, and relevant experience.

With the exception of the M.Ed. program, the department does not ordinarily consider applications for admission to degree programs commencing in January. Students may begin the M.Ed. program in September, January, or July.

Most applicants apply to only one of the department's Programs. However, applicants are permitted to apply to two Programs. Those applying to two Programs should clearly designate the Programs and the order of preference. Applications will not be reviewed until this information is provided. Requests for transfer from one Program to another after admission are normally considered each year in a pool with all other applicants to the Program. See the department's Program Guidelines booklet for more information. Note that even if students requesting a transfer meet the basic requirements of the Program they wish to enter, the request may be refused due to the competitive nature of the admission process.

Statement of Intent

Applicants for degrees that include a thesis should include with their application a research statement of one or two pages describing their research experience and interests, and as far as is possible at this stage, a plan for the research that they would like to conduct, including the methods to be used and the population to be studied. Applicants for degrees without a thesis should write a statement describing their interests, accomplishments and aspirations in the relevant field.

For information about financial support for students see pages 174 - 178.

Interdepartmental Research Area

The Nature and Development of Literacy

Arrangements are in place for students to focus on this research area which crosses departmental boundaries. See page 164 for further information.

Child Study and Education Program

Master of Arts

The Child Study and Education Program is based at the Institute of Child Study, a centre of professional teacher training and research in childhood and education, including a laboratory school.

The core assumption of this graduate teacher education Program is that successful teaching involves an understanding of how children's capacities, concerns, and behaviour change with age; how children's individual differences tend to reflect developmental changes; and how children's social and physical environments influence their development.

Our aim is to introduce students to educational and developmental theory and research that is relevant to educational settings, showing how this research can inform classroom practice. Students also learn how to objectively study children, including both practical assessment and formal methods of inquiry. These areas of knowledge must be combined with knowledge of effective teaching methods and teaching environments so that educational practices can build on children's current levels of development.

The Program is offered in two streams: two-year, and one-year for ICS diploma graduates who hold an Ontario Teacher's Certificate of Qualification.

Two-Year Degree Program

The two-year M.A. is a unique, research-based teacher education program. Eligible graduates are recommended to the Ontario College of Teachers for an Ontario Teachers Certificate of Qualification. **This qualifies the holder to teach in the primary and junior divisions of Ontario Schools.** Graduates are also recommended for Part 1 of the three-part qualification in Primary Education. Graduates will be eligible for Part 2 of the three-part qualification in Primary Education following one year's successful teaching experience as attested by the appropriate supervisory officer.

During their first year, students will complete 4 six-week half-day placements in classrooms, including: kindergarten/early childhood, grade 1-3, and grade 4-6, plus at least one other six-week placement. A fifth placement is optional for those who would like more experience. In their second year of study, students will complete a 3.5-month full-time internship in an elementary classroom.

Students who may wish to teach in the Roman Catholic Separate Schools of Ontario are required to take a religious education certificate course in addition to their regular electives. The course is offered by the Catholic Office of Religious Education. Students interested in this option should inform the Program secretary during registration.

Two further options may be elected:

✦ Special Education, Part 1

Students wishing to be eligible for Part 1 of the three-part qualification in Special Education will complete at least one six-week placement in a special education setting in their first year of study. They will elect courses HDP2280H (Introduction to Special Education and Adaptive Instruction) and, in their second year, HDP1285H (Psychology and Education of Students with Learning Disabilities) or another approved special education course.

✦ Qualifying Research Paper

Students planning further graduate study in the foreseeable future are advised to consider a Qualifying Research Paper (QRP). They need to find a QRP supervisor (Program staff are committed to supervising a total of at least ten QRPs a year), elect course HDP1209H (Research Methods and Thesis Preparation in Human Development and Applied Psychology) in their first year of study, and elect a research group or independent study course as part of their second year of study while working on their QRP.

As it is difficult to complete **both** the Special Education Part 1 and a QRP within the context of 16 half-courses, additional half-courses may be taken in the Summer Session between the first and second years.

NOTE: Successful completion of a QRP does not guarantee enrolment in a doctoral degree program within HDAP. Students must submit an applicaion for the doctoral degree program.

Admission Requirements

Admission to the two-year M.A. normally requires preparation equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better**. In addition, applicants are expected to have experience working with groups of children, preferably in responsible positions. Selected candidates will be interviewed in most cases.

Applicants should include the following information **in addition to** the standard application requirements:

1) one or two professional references from places where the applicant has worked with children

2) a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis

3) the Statement of Intent including information about prior work with children and research interests regarding children that have led to an interest in this Program

Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1) a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

2) a photocopy of a certificate of change of name where applicable

3) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE: Satisfactory evidence of freedom from active tuberculosis will also be required at the beginning of the second academic year.

NOTE: A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Degree Requirements

The two-year M.A. is comprised of the equivalent of 16 half-courses, including practica, and is normally undertaken on a full-time basis.

First Year Courses

In addition to two elective half-courses, the following required courses are to be taken:

HDP2200	Child Study: Observation, Evaluation and Reporting
HDP2201	Childhood Education Seminar and Practicum
HDP2210	Introduction to Curriculum

NOTE: Students without undergraduate courses in child development must take HDP1201 (Child and Adolescent Development) as one of their electives.

Second Year Courses

In addition to one elective half-course, the following required courses are to be taken:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Mathematics
HDP2230	Designing Educational Programs

Internship Term

In addition to one elective half-course, the following required courses are to be taken:

HDP2202	Childhood Education Seminar II: Advanced Teaching
HDP2221	Advanced Teaching Practicum (full course)

In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

One-Year Degree Program

This degree program is offered only to students who hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto and who already hold an Ontario Teacher's Certificate of Qualification. The one-year M.A. is intended to further develop an academic-inquiry oriented approach to children and learning. The program will also provide good preparation for students who may be interested in pursuing further graduate study.

Admission Requirements

In addition to the admission requirements stated previously for the two-year degree program, applicants to the one-year M.A. must also hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto.

Degree Requirements

The one-year M.A. is comprised of eight half-courses and may be undertaken on a full- or part-time basis. At least four half-courses must be within HDAP. The required courses are:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Mathematics and Science

The remaining courses are electives. For students who may be interested in further graduate study, it is strongly recommended that they include as part of their elective courses a course in research design and measurement and a course in statistics, plus complete a Qualifying Research Paper (QRP) that includes empirical field work.

Human Development and Education Program

This Program will provide an opportunity for students to construct an overall perspective on developmental psychology and human development and their implications for practice with children in different applied settings. Students are required to take core courses in human development and research design. Core courses emphasize typical and atypical development in the cognitive and emotional domains, and the impact of culture, family and social relationships on development. Elective courses cover a range of topics including early childhood development and education, applied cognitive science, adaptive instruction and special education, social and personality development, critical thinking, language, literacy and mathematics development, school readiness, instruction and learning, strategies for modifying developmental outcomes and accommodating individual differences, and other applications to contexts such as schools, daycares, and families.

The M.A. and Ph.D. degree programs are designed for students who wish to pursue an academic or research-based career. The M.Ed. and Ed.D. are designed for the reflective teacher or other practitioner in education or related fields. Students should consult with their academic advisor before making elective choices.

Master of Arts

The M.A. degree program is designed primarily for students who wish to pursue a career in research, university or community college teaching, and related activities. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of their supervisor.

Admission Requirements

Admission to the M.A. requires a preparation equivalent to a University of Toronto four-year bachelor's degree. Although most applicants will have a degree in Psychology, applicants with a four-year bachelor's degree in Cognitive Science, Computer Science, Linguistics, or a helping profession such as Occupational Therapy, Speech and Language Pathology, Physiotherapy, Nursing, Social Work or other area relevant to their specific program of study, are also eligible to apply for admission. The usual admission standard is standing equivalent to a University of Toronto **mid-B or better**. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Degree Requirements

The one-year M.A. is comprised of six half-courses and a thesis and is normally undertaken on a full-time basis. Under exceptional circumstances students may be permitted to undertake their program of study on a part-time basis; a detailed case for such permission must be submitted with the admission application.

Required courses to be taken in the first year are:

HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology
HDP1233	Cognitive Development and Applications
HDP1249	Social-emotional Development and Applications
HDP5280	Advanced Research Planning in Human Development and Applied Psychology

Students must take two additional courses from a Human Development and Education menu. Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent in addition to their six half-courses.

Master of Education

The M.Ed. degree program is designed primarily for students with teaching qualifications and experience who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs, special needs offices in postsecondary institutions, and in other settings with children or adults with disabilities. The program is intended to help students reflect on their practice and to further the development of their professional skills by integrating theory and practice.

Admission Requirements

Admission to the M.Ed. degree program requires a preparation equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better.** Applicants normally possess a teaching certificate and have one year of relevant professional experience.

Degree Requirements

The M.Ed. program of study is comprised of ten half-courses and a comprehensive examination and may be undertaken on a full- or part-time basis. Required courses (to be taken in the first year) are:

HDP1200	Foundations of Human Development and Education
HDP2293	Interpretation of Educational Research.

Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent, as one of their ten half-courses.

Doctor of Philosophy

The Ph.D. degree program emphasizes knowledge in several disciplines related to theory and research in the area of human development. It is designed for students who wish to pursue a career in university or community college teaching, and careers that require advanced skills in research and evaluation. As an apprenticeship approach is taken, students are expected to become closely involved in the research of their supervisor.

Admission Requirements

Admission to the Ph.D. degree program requires preparation equivalent to a relevant University of Toronto four-year bachelor's degree and a master's degree in Human Development and Education, Developmental Psychology, Cognitive Psychology, Applied Developmental Psychology or Child Study with standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with master's degrees in other areas such as Adult Education, Anthropology, Computer Science, Curriculum, Philosophy, or a profession such as Speech and Language Pathology, Nursing, Social Work, Physiotherapy, or Occupational Therapy may be eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements equivalent to the Master of Arts in Human Development and Education. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the degree program. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Degree Requirements

The Ph.D. program of study is comprised of six half-courses, a comprehensive examination and a thesis, and is normally undertaken on a full-time basis. Required courses (to be taken in the first year) are:

HDP3200 Research Proseminar on Human Development and Applied Psychology

plus

a research methods course. Please see the HDAP Program Guidelines for a list of approved courses.

Students must take two additional courses from a Human Development and Education menu (see HDAP Program Guidelines) plus two electives. Menu choices as well as electives should be chosen in consultation with the faculty advisor.

Students who have an insufficient background in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent course in addition to their six half-courses.

Doctor of Education

The Ed.D. degree program is designed primarily for educators who have demonstrated their practical capabilities in a variety of educational settings and who intend to continue their professional careers as field-oriented leaders.

Admission Requirements

Admission to the Ed.D. degree program requires a University of Toronto master's degree in Human Development and Education, Educational Psychology, Special Education or the equivalent. The usual admission standard is standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with a master's degree in other fields of specialization in Adult Education, Applied Psychology, or Curriculum are also eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the degree program.

Degree Requirements

The Ed.D. is comprised of eight half-courses, an internship and a thesis. While students may begin the program of study on a part-time basis, a minimum of one year of full-time study is required. Often students build a leave of absence or sabbatical from outside employment into their Ed.D. program of study. It is highly recommended that students use such time to complete the thesis requirement, not coursework. Required courses are:

HDP3200 Research Proseminar on Human Development and Applied Psychology

plus

a research methods course. Please see the HDAP Program Guidelines for a list of approved courses.

It is recommended that students take HDP3200 near the beginning of their program of study and the research methods course when they are developing a thesis proposal. Students who have an insufficient background in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent as one of their eight half-courses. The remaining courses are electives and are selected in consultation with the student's advisor.

Master of Teaching in Human Development and Curriculum (M.T.) Program

Program Coordinator
D. McDougall (CTL Department)

Field Placement Coordinator
N. Scarfo (HDAP Department)

Core Faculty
M. Ferrari
A. Jordan
E. McLean
S. Peterson
C. Rolheiser

The Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology offer a two-year Master of Teaching degree in Human Development and Curriculum. Upon successful completion of this Program, students will be awarded a Master of Teaching (M.T.) degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools. The cooperating departments contribute courses, provide facilities and provide supervision for graduate research. Students are admitted to the Program through either of the two departments.

The Human Development and Curriculum Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, cognitive psychology, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers (MRP).

Admission Requirements

Applicants are admitted under SGS general regulations. Applicants must have the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. Given the limited number of spaces in this Program, not all eligible applicants can be admitted.

Applicants apply for admission to this Program through either the Department of Curriculum, Teaching and Learning or the Department of Human Development and Applied Psychology but not both. Admission and degree requirements for the M.T. program are the same for both departments. However, since applicants are applying to a teacher education program, they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
b) a photocopy of a certificate of change of name where applicable
c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE: Satisfactory evidence of freedom from active tuberculosis will also be required at the beginning of the second academic year.

NOTE: A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Concentrations

Applicants must select **one** of the following concentrations:

✦ **Primary/Junior** (junior kindergarten to grade 6).
✦ **Junior/Intermediate** (grades 4 to 10).

Applicants to the Junior/Intermediate concentration must select **one** teaching subject from the following list:

English (First Language)
Prerequisites: Two full university courses in English

French (Second Language)
Prerequisites: Five full university courses in French as well as written and spoken proficiency demonstrated through tests administered at the time of admission

Geography
Prerequisites: Two full university courses in Geography

Health and Physical Education
Prerequisites: No prerequisites are required

History
Prerequisites: Two full university courses in History

Mathematics
Prerequisites: Two full university courses in Mathematics

Music - Instrumental
Prerequisites: Two full university courses in instrumental Music or demonstrated proficiency in brass, winds and strings

Music - Vocal
Prerequisites: Two full university courses in Music or appropriate background in Music

Science-General
Prerequisites: Three full university courses in Science.
NOTE: Only Science-General is offered at OISE/UT

Visual Arts
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Degree Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (13 core and 3 electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Core Courses

Descriptions of courses with the prefix CTL can be found on pages 64 and 78, those with HDP can be found on pages 108 - 116.

First Year Core Courses

CTL1019H	Authentic Assessment
CTL7000Y	Curriculum and Teaching
CTL7003H	Conceptual Basis for Methods of Teaching in Primary, Junior and Intermediate Classrooms
HDP2288H	Reflective Teaching and Analysis of Instruction
HDP7004Y	Practicum in Schools

Second Year Core Courses

CTL1011H	Anti-Discriminatory Education in School Settings
CTL7001H	Collaboration, Curriculum, Community and Teaching
HDP1201H	Child and Adolescent Development
HDP2280H	Introduction to Special Education and Adaptive Instruction
HDP7005Y	Practicum Internship

Elective Courses

The three electives are normally selected from graduate courses offered at OISE/UT. The choice of electives is contingent upon the approval of the student's faculty advisor.

School and Clinical Child Psychology (SCCP) Program

The School and Clinical Child Psychology (SCCP) Program is accredited by the American Psychological Association. The Program provides theoretical, research and professional training in preparation for psychological work with children in schools, clinics, private practice, and research settings. The Program is designed to provide training in assessment, therapy and other psychosocial and instructional interventions, professional consultation and prevention. Opportunities are available for research and clinical work with infants, young children, adolescents, and families.

The SCCP Program at OISE/UT is guided by an understanding of the child based on four core factors.

First, as children move from infancy to adulthood they undergo fundamental developmental changes that systematically influence the ways that they perceive and respond to their world, and the ways that their families, teachers, peers and others with whom they relate, respond to them.

Second, the experiences of children throughout their schooling, including the ways that they are prepared for it and their reactions to it, profoundly affect their individual development.

Third, the social experiences of children both within and outside of the family and the feelings that result from those experiences also have a major impact on their individual development.

Fourth, children have diverse learning, social and emotional needs and differ considerably from each other in the ways that they approach their world. The faculty members associated with the SCCP Program believe that an understanding of and intervention with children involves consideration of these four factors.

The curriculum of the SCCP Program is designed to establish a strong foundation (or "trunk") of core knowledge and skills early in the program, with students free to specialize (or "branch out") later on. The program reflects a mix of courses and training opportunities. Some classes are specifically designed for students in SCCP; other classes are shared with students who are majoring in other aspects of human development and education.

The intent of the SCCP Program is to train scientist-practitioners, for whom practice informs research and research informs practice. From the outset, students are linked with a faculty mentor. Students are expected to become closely involved in the research of one or more faculty members of the department.

Consistent with our beliefs about the child, a systemic approach is the basis for the training we provide in assessment and intervention. We believe that the knowledge and skills necessary for the practice of school psychology and clinical child psychology overlap considerably, and that experience in school and clinical settings complement and enhance each other.

Therefore, over the course of the program of study, students are required to undertake practica in both school and clinical child settings. We recommend that the master's practicum be done in the school system and the doctoral practicum in a clinical child setting.

Master of Arts

The M.A. degree program in SCCP is designed to meet the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate. The focus of the program is applied. In the first year, students learn to do a psychoeducational assessment in the counselling and psychoeducational clinic and shadow a school psychologist for 25 hours. In the second year, students have a practicum experience of approximately 250 hours.

Admissions Requirements

Admission to the M.A. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology, or its equivalent, defined as six full courses in psychology, including one half-course in research methods and at least three full psychology courses at the third and fourth year level. The usual admission standard is standing equivalent to a University of Toronto **A- or better**. Applicants should provide documented evidence of relevant professional experience. In addition to the required letters of recommendation, applicants are requested to submit an additional academic letter of recommendation.

Degree Requirements

The M.A. program of study is comprised of 11 half-courses and a thesis, and is normally undertaken on a full-time basis over a two-year period.

Required courses to be taken in the first year, are:

HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology
HDP1215	Psychological Assessment of School-Aged Children
HDP1216	Psychoeducational Assessment
HDP1219	Ethical Issues in Applied Psychology
HDP1220	Introduction to School and Clinical Child Psychology
HDP1285	Psychology and Education of Children with Learning Disabilities

plus one from the following list of electives:

HDP1233	Cognitive Development and Applications
HDP1249	Social-Emotional Development and Applications
HDP1299	Language Acquisitions and Development

Required courses to be taken in the second year, are:

HDP1218	Seminar and Practicum in Assessment
HDP1222	Approaches to Psychotherapy Across the Lifespan
HDP1236	Psychopathology for School and Clinical Child Practice

In addition, students are required to take one elective course in their second year, selected in consultation with their faculty advisor. For students who have not taken a previous child development course in their undergraduate degree program, HDP1201 (Child and Adolescent Development) must be taken in addition to the other requirements. For students who have not taken a third or fourth year statistics course or its equivalent as part of their undergraduate degree program, CTL2004 (Elements of Statistics) must be taken in addition to the other requirements. Students should refer to the ***Practicum and Internship Policy and Placement Handbook*** for a description of the evaluation processes and criteria for practicum and/or internship placements.

Doctor of Philosophy

Like the M.A. above, the Ph.D. degree program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of the Ph.D. would assume positions of greater professional and administrative responsibility than would graduates of the M.A. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. The Ph.D. is intended to meet the academic requirements for registration as a Psychologist.

Admission Requirements

Admission to the Ph.D. requires a University of Toronto four-year bachelor's degree in Psychology or its equivalent, and an OISE/UT M.A. in School and Clinical Child Psychology or its equivalent. The usual admission standard is standing equivalent to a University of Toronto **A- or better** (in the master's degree). A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be considered. However, if the M.A. was not equivalent to the OISE/UT M.A. in School and Clinical Child Psychology, the student will be required to take additional courses to receive equivalent training.

Note that continuation from the M.A. to the Ph.D. is not automatic; graduates from the M.A. are considered in a pool with all other applicants to the SCCP program.

Degree Requirements

The Ph.D. program of study is comprised of eight half-courses (including a practicum course), a comprehensive examination, a doctoral dissertation and an internship, and is normally undertaken on a full-time basis. Students are expected to:

- complete the comprehensive examination by the end of their required period of full-time study
- receive approval for their thesis proposal from their thesis committee prior to beginning their internship
- consult the Clinical Director of the School and Clinical Child Psychology Program to arrange their practicum placement and internships.

Students should refer to the ***Practicum and Internship Policy and Placement Handbook*** for a description of the evaluation processes and criteria for practicum and/or internship placements.

To complete the Ph.D. program of study, students must undertake one of their practicum placements in a school setting and one in a clinical setting.

Required courses to be taken in the first year, are:

HDP3241	Seminar and Practicum in Assessment and Intervention with Children
HDP3200	Research Proseminar on Human Development and Applied Psychology

plus one course from each of the following menus (see the Program Guidelines for course lists).

- Psychosocial Intervention
- Instructional Intervention
- Advanced Assessment
- Social Bases of Behaviour
- Biological Bases of Behaviour
- Statistics

Not all courses listed in the menus are offered on an annual basis. Students who have not had an advanced undergraduate or graduate course on history and systems of psychology should take HDP3204 (Contemporary History of Systems in Human Development and Applied Psychology) or an equivalent offered in the psychology department at the University of Toronto. Students will take HDP1201 (Childhood and Adolescent Development) if they have not taken a child development course at the undergraduate level. Please consult your faculty advisor for more information.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following:

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's degree program or from any graduate program in psychology does not in itself qualify a person to practice as a psychologist or a psychological associate. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The College examines candidates for registration as Psychologists and Psychological Associates in Ontario. The M.A. in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychological Associate. The Ph.D. in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychologist. At the discretion of the College, courses other than those required by the program may be required for certification.

Further information is available from:

The Registrar
College of Psychologists of Ontario
1246 Yonge Street, Suite 201
Toronto, Ontario M4T 1W5
Telephone: 416-961-8817
Fax: 416-961-2635
E-mail: cpo@cpo.on.ca

Courses

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Please consult the Course Schedule for currently scheduled courses.

A course is identified with this department when the prefix is HDP. Numbers 12 and 22 denote a master's level course, while numbers 32 and 52 denote a doctoral level course. In previous years, number 42 was also used to denote a master's level course.

HDP1200H Foundations of Human Development and Education

All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.
A. Biemiller, M. Lewis and staff

HDP1201H Child and Adolescent Development

This course addresses factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. As well, preventative and remedial phases of mental health are examined.
Staff

HDP1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology

This course focuses on the four quantitative research methods most frequently used in psychology (observation, experiments, questionnaires, and semistructured interviews) as well as their rationales and the implications of their use. The four main statistical methods of analysis - chi square, analysis of variance, correlation, and regression - will be reviewed and applied to specific pieces of research. The preparation and writing of a dissertation proposal will be addressed.
K. Oatley, K.E. Stanovich and M.L. Arnold

HDP1211H Psychological Foundations of Early Development and Education

The objectives of this course are to examine research on the psychological foundations of early child development and to relate those foundations to early childhood practice in preschool and primary classes. The course examines current early childhood education programs in relation to program factors such as teachers' roles and beliefs and learning environments, and considers alternative ways of conceptualizing early childhood education, including family readiness for school. Young children's physical, cognitive, communicative, social and emotional development are explored as contributors to and as consequences of early childhood learning experiences.
J. Pelletier

HDP1215H Psychological Assessment of School-Aged Children

The purpose of this course is to gain an understanding of basic principles to psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the assessment process, basic statistical

concepts related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests (e.g., WISC-III, WPPSI-III, WAIS-III, WIAT-II, K-TEA, WRAT-3) which is evaluated through review of completed test protocols and videotaped test administrations.
Prerequisite: This course is limited to students in the School and Clinical Child Psychology program and is a corequisite with course HDP 1216.
M. Peterson-Badali, K. Scott and J. Wiener

HDP1216H Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests, academic tests, tests of special abilities and behaviour rating scales within the context of a practicum assignment in the Counselling and Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.
Prerequisite: This course is limited to students in the School and Clinical Child Psychology program who have completed course HDP 1215.
M. Peterson-Badali, N. Link, K. Scott and J. Wiener

HDP1217H Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children

This course provides a basic overview of current behavioural and cognitive-behavioural approaches to the management and remediation of maladaptive behaviour, such as aggression, disruption, and noncompliance, in clinical, educational and residential settings. A conceptual model of behaviour and cognitive-behaviour therapy and learning principles relevant to this model will be considered. The model focuses on proactive, nonintrusive, and success-based approaches to remediation of problem behaviour. Topics will include assessment of maintaining variables, teaching of adaptive skill clusters, building tolerance to difficult environmental circumstances, moderating severe behaviour to enable skill-teaching, and evaluating clinical progress.
J. Ducharme

HDP1218H Seminar and Practicum in Assessment (Pass/Fail)

This course supports and monitors the development of the M.A. student's clinical skills, (assessment and intervention) in the field placement. Placements are typically in school settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to differential diagnosis and clinical practice.
NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the second M.A. year. Students are expected to consult with Dr. Link to arrange a practicum placement.
Prerequisite: HDP1215, HDP1216, HDP1219, HDP1220 or equivalent; and permission of instructor.
N. Link and staff

HDP1219H Ethical Issues in Applied Psychology

This course provides students with an overview of legal, ethical, and professional issues as they relate to the practice of psychology. The current regulatory model of psychology in Ontario and its implications for practice are reviewed. The Canadian Code of Ethics, College of Psychologists' Standards of Professional Conduct, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as they relate to issues of confidentiality, record keeping, consent, competence, professional boundaries, and diversity issues in assessment, psychotherapy, and research. Throughout the course, a model of ethical decision-making designed to assist practitioners with ethical dilemmas is reviewed and practised with a variety of case examples in the context of small- and large-group discussion.
M. Peterson-Badali and staff

HDP1220H Introduction to School and Clinical Child Psychology

This course is intended to provide students in School and Clinical Child Psychology with a grounding in the conceptual foundations of the program. The implications of the scientist practitioner model for practice as a school or clinical child psychologist is the cornerstone of the course. Specific issues to be addressed include developmental and systemic approaches to psychological practice, systems and group behavior within, and related to the school organization, multidisciplinary teams, approaches to consultation, principles of prevention and intervention, and program evaluation. Students will apply the principles discussed in the course in a practicum placement arranged by the course instructor.
NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the first year of the School and Clinical Child M.A. program.
J. Wiener

HDP1222H Approaches to Psychotherapy Across the Lifespan

This course introduces the major theories of psychotherapy with children and adults including: cognitive-behavioral, psychodynamic, and humanistic approaches. Issues related to gender and to individual and cultural diversity are also considered. A practical component assists students in developing basic psychotherapy skills.
NOTE: Targeted to School and Clinical Child Psychology students; others by permission of instructor.
K. Scott and J. Jenkins

HDP1223H Depression in the Schools: Assessment, Prevention and Intervention

Multidimensional assessment and intervention models for working with depressed children and youth in the schools. Self-report as well as teacher observation and rating techniques for identifying at-risk children and youth; teacher-mediated and parent-mediated intervention approaches; group work for social-skill and self-esteem development. This course will include a practicum.
S. Miezitis

HDP1233H Cognitive Development and Applications

This course provides a comprehensive overview of cognition from infancy to adolescence, by considering the development of sensorimotor abilities, memory, language, concepts, reasoning and problem solving, metacognition, and social cognition. The course links theory and research in cognitive development to applications with families, schools and communities.
M. Ferrari

HDP1234H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.
D.R. Olson and staff

HDP1236H Developmental Psychopathology

The aim of this course is to provide you with a basic understanding of child and adult psychopathology. In order to do this we will look at normative patterns in personality, behavior and emotions. We will treat the work in the epidemiology of childhood and adult disorders as central to our understanding of these disorders, and discuss the methodological issues involved in this type of approach that make it so useful to understanding etiology, course, treatment and prognosis. The diversity of functioning in the emotional and behavioral realm will be reviewed in order to understand issues of abnormal or pathological development. The way in which the social and cultural context interacts with genetic and constitutional aspects of the individual will also be considered. This will give us the basis for examining some of the most common disorders and understanding the dynamics of these disorders during childhood and into adulthood.
J. Jenkins and staff

HDP1237H Cognitive Development, Learning and Instruction

This course will cover theories and models of cognitive development that are relevant to instruction and educational practice. Research in cognitive science that has contributed to our understanding of learning will be reviewed and discussed, and student projects will help consolidate and extend these ideas.
Prerequisite: HDP1233
J. Peskin and M. Ferrari

HDP1238H Special Topics in Human Development and Applied Psychology: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of human development and applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

HDP1238H Special Topics in Human Development and Applied Psychology: Vocabulary Development, Acquisition and Instruction

In this course we will examine research on how many words are learned in what order, and research on how vocabulary can be promoted in homes and classrooms. The relative importance of inference and explanation will be considered. Students will design vocabulary interventions.
A. Biemiller

HDP1241H Outcomes of Early Education and Child Care

Does early childhood education make a difference? Are "day care kids" different from those cared for at home? If there are differences, what are they? For whom are those differences, if any, meaningful? Are those differences, if any, lasting? How do we know? And, who cares? This course will explore these issues; we will examine a variety of early childhood programs, historical and contemporary, and the research and evaluation studies related to them. Students will select and critique a published evaluation study on aspects of early education/care, and design their own evaluative study of an element of an early education/care program of personal interest. ("Early childhood" = up to 9 or 10 years of age.)
A. Biemiller, J. Hardacre and staff

HDP1249H Social emotional Development and Applications

This course will review theories of social and emotional development, and then follow the child's social-emotional growth from birth through adolescence. Within the context of children's family and peer relationships we will consider the ways in which emotional and social experience becomes patterned, organized, and represented by the child and by others. We will examine the implications of these issues for problematic outcomes in families, daycares, and schools, and for prevention and intervention practices.
M. Perlman, and M. Lewis

HDP1256H Child Abuse: Intervention and Prevention

An examination of the nature and consequences of child maltreatment. Theory and research in physical, sexual, and emotional abuse will be reviewed. Coverage includes recent therapeutic interventions and promising prevention initiatives. The objective of this course is to provide a knowledge base for more effective practice and inquiry.
K. Scott, R. Volpe and staff

HDP1259H Child and Family Relationships - Implications for Education

This course has a dual focus: consideration of theory/research related to child-parent relationships and family influences on child development, and application of this literature in examining current child care/education policy and program initiatives.
C. Corter and staff

HDP1260H Children, Psychology and the Law

A critical analysis of the Canadian legal system's interface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's rights, and risks and opportunities for children in the context of today's legal system. Domains include education, health, family law (custody and access; protection), and criminal law. Specific topics include Ontario's child protection system, the Young Offenders Act, Special Education, issues in custody and access assessment, children's and youths' understanding of the legal system, etc.
NOTE: This is not intended as a law course, but to acquaint psychology and education practitioners with relevant legal issues.
M. Peterson-Badali and staff

HDP1265H Advanced Topics in Social and Personality Development

This is a specialist course dealing with current issues and research in particular areas of social and personality development. The focus of the course will vary from year to year and will include identity and personality formation, emotional influences on development, and moral development. As well as examining current research, we will consider the implications of this research for the contexts in which children are socialized and the developmental outcomes that result from different kinds of experience.
Prerequisite: HDP1249
M.L. Arnold and M. Lewis

HDP1272H Play and Education

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
NOTE: This course is intended primarily for Child Study and Education students, students with an interest in adaptive instruction and special education, and M.Ed. students in HDAP. Others must seek the permission of the instructor to register.
J. Hardacre

HDP1273H Psychology of Disability and Empowerment

The purpose of this course is twofold: 1) to develop theoretical and practical knowledge about the social context of disability, and 2) to promote the full and equal participation of persons with disabilities in society through empowerment. Barriers to an inclusive society will be explored and the roles that professionals may play in the disempowerment of persons with disabilities will be examined. The course assumes a cross-disability focus and is guided by the philosophies of independent living and community living, emphasizing human rights, self-determination, interdependence, equality, and full and valued participation in the community.
P. Stanovich and staff

HDP1279H Preventative Interventions for Children at Risk

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.
R. Volpe and staff

HDP1284H Psychology and Education of Children and Adolescents with Behaviour Disorders

Psychological and educational characteristics of children and adolescents with behaviour disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analyzed.
NOTE: This course is intended primarily for Child Study and Education students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.
J. Wiener and staff

HDP1285H Psychology and Education of Children and Adolescents with Learning Disabilities

Psychological and educational characteristics of children and adolescents with learning disabilities and ADHD with an emphasis on the constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
NOTE: This course is intended primarily for Child Study and Education students, School and Clinical Child Psychology students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.
T.W. Humphries and J. Wiener

HDP1299H Language Acquisition and Development

This course provides a comprehensive overview of language acquisition and development from before birth to adolescence. Topics covered include speech perception, word learning, syntax development, discourse, communicative competence, atypical language development, and theoretical explanations in developmental psycholinguistics.
J.W. Astington

HDP2200Y Child Study: Observation, Evaluation and Reporting

A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the practitioner as critical inquirer will be emphasized.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
R. Volpe and staff

HDP2201Y Childhood Education Seminar and Practicum

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements. Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Hardacre and staff

HDP2202H Childhood Education Seminar II: Advanced Teaching

This seminar will provide for discussion of topics and issues that emerge during the students' internship (HDP2221Y Advanced Teaching Practicum) and that relate to employment preparation.
J. Hardacre and staff

HDP2210Y Introduction to Curriculum

This full-year course provides an introduction to the basic curriculum areas with an extended focus on the Early Years (JK/SK) and on Grades 1-6 Language & Literacy, Mathematics & Science. The Arts (Music, Drama, Dance), Physical Education, Social Studies and Technology are taught as special sessions and are also integrated with other curriculum areas. The learning expectations of the Ontario Curriculum form the basis for the study of the techniques and the role of the teacher in designing and implementing curricula across the early childhood, primary and junior levels.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
Staff

HDP2211H Theory and Curriculum I: Language and Literacy

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of communications (speaking, listening, reading, writing). The practical problems of curriculum design are informed by theoretical considerations of children's linguistic development from infancy onwards, and of the differences between oral and written language.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
D. Willows and staff

HDP2212H Theory and Curriculum II: Mathematics

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
Staff

HDP2221Y Advanced Teaching Practicum (Pass/Fail)

Second year Child Study and Education students carry out a single practicum placement called an internship during either the fall or winter term for a total of 320 practicum hours. Supervised by a mentor teacher on site and a staff member from the Institute of Child Study in an assigned setting from preschool through grade six, students have an opportunity to consolidate developing skills and attitudes as they apply their teaching skills.
NOTE: This course is open only to students in the MA in Child Study and Education program.
J. Hardacre and staff

HDP2230H Designing Educational Programs

An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
A. Biemiller and staff

HDP2252H Individual Reading and Research in Human Development and Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

HDP2275H Technology for Adaptive Instruction and Special Education

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in mainstreamed classrooms.
NOTE: The course is suitable for students in the departments of Curriculum, Teaching and Learning and Human Development and Applied Psychology who are using or are considering using computers in the classroom.
Staff

HDP2280H Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, integration and inclusion, and instructional and classroom adaptations.
NOTE: This course is intended primarily for Child Study and Education students, School and Clinical Child students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register. This course is not appropriate for students who already have a background in special education.
Staff

HDP2283H Psychology and Education of Gifted Children and Adolescents

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
Staff

HDP2287H Classroom-Based Counselling Approaches

This course will examine counselling approaches that are appropriate for teachers and counsellors to use in the school setting. An overview of classroom-based counselling approaches for the prevention and treatment of behavioural, social, and emotional problems will be presented. Interventions designed for individual students, small groups, classes, schools, and parents will be discussed, and evaluative research on these approaches will be analyzed.
J. Wiener and staff

HDP2288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.
Staff

HDP2291H Special Topics in Adaptive Instruction and Special Education: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff

HDP2292H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T.W. Humphries and J. Wiener

HDP2293H Interpretation of Educational Research

Introductory course in the critical evaluation of research reports. Emphasis on understanding and interpretation of the outcome of basic statistical and research methods. Hands-on experience in research design and report writing.
E. Geva, U. Shafrir and Staff

HDP2295H Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP2296H Reading and Writing Difficulties

The purpose of the course is to meet special educators' and experienced classroom teachers' needs in assessing and teaching children with reading and writing problems. Half of the course will be devoted to learning dynamic assessment techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific programming needs. Emphasis will be placed upon implementation of the remedial materials with students who have serious reading and writing difficulties.
NOTE: Priority will be given to students with an interest in adaptive instruction and special education. Permission of the instructor is required.
D. Willows

HDP3200H Research Proseminar on Human Development and Applied Psychology

This course, intended for all beginning doctoral students in HDAP, is held on alternate weeks in the fall and spring terms. Students attend the departmental colloquia, which enable them to hear researchers from both outside and within the department talking about their research and offering models of research practice in human development and applied psychology. Before each colloquium, students work individually and collaboratively to study published papers by each colloquium speaker. Assessment is based principally on students making critiques of the published papers they study, and on making connections from such papers to their own research topics.
K. Oatley and staff

HDP3201H Qualitative Research Methods in Human Development and Applied Psychology

This course provides an overview of qualitative research methodology and techniques. Coverage includes major philosophy of science, historical, and contemporary (critical, post modern, hermeneutic, constructivist and feminist) perspectives. Ethnographic, life history, individual and multiple case study, and focus group methods will be reviewed in relation to a narrative framework. Observational, interview, personal record, and archival data management will be discussed. Students will have an opportunity to design, implement, analyze, and report a micro qualitative study. Special emphasis will be placed on the use of computers and visual imaging techniques.
R. Volpe

HDP3202H Advanced Practicum in School Psychology

Study of core areas of school psychology. Second-year doctoral students, under faculty supervision, will supervise M.A. students in 1216H, 1220H, and 1221H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation.
NOTE: Open only to doctoral students in School and Clinical Child Psychology.
Prerequisites: 1216H and 1220H
S. Miezitis

HDP3203H Children's Theory of Mind

This course investigates the ability to interpret human behaviour within a mentalistic explanatory framework. It examines research on young children's developing awareness of mental states in themselves and others, and explores the implications of this development for children's metacognitive and social understanding in the preschool and early school years. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and evaluates different theoretical explanations of children's understanding of the mind.
Prerequisite: Permission of instructor.
J.W. Astington and staff

HDP3204H Contemporary History and Systems in Human Development and Applied Psychology

An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counselling, developmental, and educational psychology. The goals of the course are a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understanding research and practice issues.
R. Volpe

HDP3208H Research Seminar in Adolescent Development

This course focuses on the distinguishing characteristics of development during the adolescent years, as depicted in evolving psychological theory and current research. Broad themes will include adolescent thinking, self concept and identity formation, social and personal relationships, moral development and values acquisition, health and sexuality, and the role of gender and culture in shaping adolescent experience; specific topics will depend, in part, on the expressed interests of students. The course is intended primarily for students developing their own research agendas, but it is also relevant to those working with adolescents in educational and clinical settings.
M.L. Arnold

HDP3209H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics with an emphasis on their relations to literate competence. Topics considered are language development, literacy development, writing systems and the role of linguistic processes in thinking and instruction.
Prerequisite: Permission of instructor.
J.W. Astington and staff

HDP3221H Cross-cultural Perspectives on Children's Problems

This course is designed to help students develop an appreciation that diversity issues may influence the way individuals act, the way their problems are expressed and conceived in their milieu and by outsiders, and the way assessment and interventions are treated. Through this course students will develop a solid

understanding of the social bases of behavior. The course will examine from a cross-cultural perspective selected topics in psychology and human development pertaining to normative and pathological patterns of behavior in children and youth.
NOTE: Permission of the instructor is required.
E. Geva

HDP3224H Advanced Proactive Behavioral and Cognitive-Behavioral Interventions

This course will provide an advanced examination of proactive behavioral and cognitive-behavioral approaches used with children for the remediation of skill deficits associated with defiance, aggression, impulsivity, depression, and anxiety. Students will be required to develop treatment approaches to case presentations and/or develop clinical workshops for use with parents, teachers or other intervention agents.
J. Ducharme

HDP3225H Family Contexts and Developmental Psychopathology

In this course we consider emotional, cognitive and behavioural development in children in the context of high risk environments. We examine recent theory and research on developmental trajectories or pathways. We consider within-family variations in development. High-risk environments include problematic family contexts, negative peer and community influences.
J. Jenkins and staff

HDP3226H Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology

This course focuses on current research and methods in human development and applied psychology. The course emphasizes the integration of research methods, statistics, and research content. The focus is on the thesis preparation process. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.
Prerequisite: One graduate course in quantitative analysis, and permission of the instructor.
M. Ferrari and K. Stanovich

HDP3229H Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, cognition-emotion interaction and the development of this interaction over the lifespan will be discussed. Contemporary approaches to modelling development will be introduced. Clinical and educational implications will be discussed, including emotional constraints on cognition and learning, individual differences in emotion, and the development of personality and psychopathology.
M. Lewis and staff

HDP3230H Understanding Narrative

In this course, we will explore how narrative is read and understood by people in schools and elsewhere, and how narrative is written, in fiction and other genres such as biography and autobiography. We aim to understand the psychological components of writing narrative literature and the psychological responses that occur during reading. We will also discuss the role of reading and writing narrative in the understanding of the self, and in therapeutic change. During the course we will discuss the following: a play by William Shakespeare, at least one nineteenth-century novelist, a case history of Sigmund Freud, a short novel by modernist writer Virginia Woolf, and a work by a recent or post-modernist writer. We will also discuss empirical work on responses to literature, and on the effects of reading and writing.
K. Oatley and staff

HDP3231H Psychodynamic Bases of Therapy

In this course we seek an understanding of psychodynamic theory as a basis for individual therapy in schools and elsewhere. We will discuss Freud's early work on sexual abuse, and its later repercussions, then move to his full-length case histories in order to understand fundamental ideas of interpretation, transference, and resistance. We will then move to interpersonal and object relations theories in the work of Klein, Winnicott, Guntrip, Fairbairn, and Laing, as well as theorists who have developed psychoanalytic theories of development including Horney, Bowlby, Ericson, and Stern. Throughout the course we will seek links to empirical data of human cognitive and emotional development, and we will end with findings of research on process and outcome in psychotherapy.
Staff

HDP3237H Recent Advances in Cognitive Development

This seminar will focus on contemporary theories of cognitive development. One or more classes of theories or general models will be selected each term. Changes in children's abilities and behaviours will be related to underlying changes in cognitive structures and processing.
Prerequisite: HDP 1237 or its equivalent, or permission of instructor.
M. Lewis and staff

HDP3238H Special Topics in Human Development and Applied Psychology: Doctoral Level

Description as for HDP 1238.

HDP3240H Advanced Social and Emotional Assessment Techniques

This practicum course introduces the student to the work of clinical assessment. Questionnaire and projective tests are used to assist in developing a picture of the emotional experience and the social environment of the child/adolescent. These factors are integrated with measures of cognitive ability and academic skill development to obtain an overview of psychological functioning. This half-credit course is scheduled on alternate weeks for the academic year.
NOTE: Open to School and Clinical Child Psychology students only.
Prerequisites: 1216 or equivalent and 1218 or equivalent and permission of the instructor.
N. Link and staff

HDP3241H Seminar and Practicum in Assessment and Intervention with Children (Pass/Fail)

This course supports and monitors the development of the Ph.D. students' clinical skills (assessment and intervention) in the field placement. Placements are typically in clinical settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to diagnosis, intervention and clinical practice.
NOTE: Open only to School and Clinical Child Psychology students. Students are expected to consult with Dr. Link to arrange their practicum placement in the year prior to taking this course or as soon as they are accepted into the program.
Prerequisite: 1218 or equivalent and permission of the instructor.
N. Link and staff

HDP3242Y Internship in School and Clinical Child Psychology (Pass/Fail)

This is a 1500 hour placement completed in the third or fourth year of doctoral study.
Prerequisites: HDP3241H and permission of instructor.
N. Link

HDP3252H Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

Description as for HDP2252.
Staff

HDP3255H Systemic Family Therapy

The aim of this course is to introduce students to family therapy concepts and interventions for use in the practice of school and clinical child psychology. Structural, strategic, narrative and transgenerational models are considered through discussion of readings, videotape analysis and practical exercises.
J. Jenkins and staff

HDP3282H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.
K. Stanovich and staff

HDP3286H Developmental Neuropsychology

In this course we will focus on brain systems involved in cognition and emotion and track their development from birth to adulthood. We will pay particular attention to the ways in which experience modifies corticolimbic systems, leading to the consolidation of individual differences in temperament and personality. We will then explore the implications of these processes for atypical development and developmental psychopathology.
Staff

HDP3287H Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the "new look" in cognitive science - parallel distributed processing (PDP) - as an alternative conceptualization for how the brain works.
NOTE: The course is suitable for M.A. and Ph.D. students in Human Development and Applied Psychology.
Staff

HDP3292H Advanced Psychoeducational Assessment and Psychodiagnosis

The purpose of this course is for students to refine their skills in psychoeducational assessment by assessing children with a variety of complex learning and social and emotional problems. Traditional psychoeducational assessment techniques are combined with a systemic approach to assessment of cognitive, educational and social/emotional functioning of children. Assessment is seen as embedded in a counselling process in which the children, parents and teachers are assisted to understand the nature of the children's difficulties, how they learn best, and their adaptive strategies for coping in the social milieu. Students will undertake two assessments over the course of the academic year using the facilities of the Counselling and Psychoeducational Clinic.
NOTE: This course is intended for students in School and Clinical Child Psychology. Others by permission of the instructor.
Prerequisite: HDP1216 and one of HDP1218, HDP5271, or HDP5284.
J. Wiener and staff

HDP3297H Biological and Psychological Foundations of Low Incidence Disorders

This course will focus on current knowledge of various low incidence disorders (those typically represented in one percent of the population or less), especially conditions that are first diagnosed in infancy or childhood. We will discuss both biological and psychological factors playing a role in the etiology and discuss characteristic profiles for specific disorders. We will also consider potential interventions for prevention and treatment of the various disorders. Disorders to be considered include (but are not limited to) mental retardation, autistic disorder, Rett's disorder, Asperger's disorder, tic disorders, selective mutism, pica, enuresis, stereotypy and feeding disorders. For covering course material, the problem-based learning model will be used.
J. Ducharme

HDP5271Y Assessment and Programming for Reading and Writing Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists.
NOTE: This course is normally limited to students in School and Clinical Child Psychology. Permission of the instructor is required.
D.M. Willows and staff

HDP5280H Advanced Research Planning in Human Development and Applied Psychology

Study and interpretations of research relevant to the student's thesis.
Prerequisite: Permission of instructor.
Program Chair, Human Development and Education

HDP5281H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
K. Stanovich

HDP5284H Assessment and Intervention in Multicultural/Bilingual Contexts

The purpose of this course is to explore, from a multidimensional perspective, assessment and intervention issues and techniques arising when learners in second language or multicultural contexts experience learning difficulties. Through readings, classroom discussion, case studies, and client-work, the course is intended to help students become better aware and better prepared for work with individuals in culturally and linguistically diverse settings.

Students are expected to integrate and apply such diverse areas as second language acquisition, learning disabilities, cognitive and affective functioning, and to consider alternative assessment and intervention practices.
NOTE: Open to doctoral students in School and Clinical Child Psychology only; others by permission of instructor.
E. Geva

HDP5295H Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP5298H Special Topics in Adaptive Instruction and Special Education: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. For further information, see the course schedules available in early March.
Staff

HDP7004Y Practicum in Schools

This course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of a field teacher on site and an academic staff member at OISE/UT. The practicum provides a minimum of 30 days of field experience.
NOTE: This course is normally open to students in the M.T. in the Human Development and Teaching Program only.
Staff

HDP7005Y Practicum Internship

Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of field teachers on site and an academic staff member at OISE/UT. The practicum provides a minimum of 80 days of field experience as junior staff members within school settings.
NOTE: This course is normally open to students in the M.T. in the Human Development and Curriculum Program only.
Staff

JHC1251H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

JPX1001H Parenting: Multidisciplinary Perspectives

This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting. Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives.
NOTE: Offered jointly by OISE/UT, the Faculty of Social Work and the Department of Psychology
C. Corter (Coordinator)

Sociology and Equity Studies in Education
Département de sociologue et d'études de l'équité en éducation (SESE)

The Department of Sociology and Equity Studies in Education offers a full range of research areas leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. These areas of study offer students preparation in Sociology in Education with an emphasis on equity issues. Particular research areas include:

- Aboriginal and Indigenous Studies in Education
- Critical Pedagogy and Cultural Studies
- Critical Race and Anti-Racism Studies
- Feminist Studies and Gender Relations in Education
- Learning, Work and Change

Faculty participate in several related interdepartmental research areas, collaborative programs and research centres, as well as the Midnorthern Centre in Sudbury, and the OISE/UT initial teacher education program.

The Department is organized as a constitutional democracy with a General Assembly and standing committees which provide for policy and decision-making in departmental programs, selection of incoming students, etc. Our constitution is based on one person/one vote, and everyone in the Department (staff, faculty and registered students) has voting rights and is welcome to participate in the running of the department.

General Information

For application information and forms, visit the Registrar's Office website: **http://ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Lynn Romero, Liaison Officer, Registrar's Office Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2430
E-mail: lromero@oise.utoronto.ca

Academic Information

For further information on academic programs, contact:
Kristine Pearson, 416-923-6641 ext. 2292
E-mail: kpearson@oise.utoronto.ca
OR
Paul Olson, 416-923-6641 ext. 2287
E-mail: polson@oise.utoronto.ca
Website: www.oise.utoronto.ca/depts/sese

Chairs and Coordinating Faculty of the Department

George J. Sefa Dei, Ph.D. (Toronto)
Professor, Chair of the Department and Departmental Graduate Coordinator, cross-appointed to the Department of Anthropology, University of Toronto
(anti-racism and domination studies; sociology of race and ethnicity; international development; indigenous knowledges; political ecology; ethnography; and anti-colonial thought)
gdei@oise.utoronto.ca

Monica Heller, Ph.D. (California at Berkeley)
Professor, Associate Chair of the Department, cross-appointed to the Department of Anthropology, University of Toronto and to the Centre de recherche en éducation franco-ontarienne
(Franco-Ontarian studies; linguistic anthropology of education; language, social inequality and social difference; sociology of language)
mheller@oise.utoronto.ca

C. Paul Olson, M.A. (Princeton)
Graduate Studies Academic Secretary, to whom program inquiries for this Department should be directed
Associate Professor
(social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)
polson@oise.utoronto.ca

Faculty

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed to the Department of Theory and Policy studies in Education
(gender and education; work, cultures, and careers of teachers and academics; feminism and educational policy and practice; sociology of education; higher education)
sacker@oise.utoronto.ca

Nathalie Bélanger, Ph.D. (Sorbonne)
Assistant Professor, jointly-appointed to the Department of Curriculum, Teaching and Learning and the Centre de recherche en éducation franco-ontarienne
(Franco-Ontarian studies; sociology and history of special education; inclusive education)
nbelanger@oise.utoronto.ca

Kathy Bickmore, Ph.D. (Stanford)
Associate Professor, jointly-appointed from the Department of Curriculum, Teaching and Learning
(conflict resolution and controversial issues education; education for democracy, peace, social justice/equity; social studies; international comparative perspectives)
kbickmore@oise.utoronto.ca

Kari Dehli, Ph.D. (Toronto)
Associate Professor
(feminist studies in education and educational policy; historical sociology and cultural studies; politics; power and subjectivity)
karidehli@oise.utoronto.ca

Margrit Eichler, Ph.D. (Duke)
Professor, cross-appointed to the Department of Sociology and University College, and Director, Institute for Women's Studies and Gender Studies, New College, University of Toronto
(family policy; gender-based analysis, integrative inequality analysis; women's studies)
meichler@oise.utoronto.ca

Rose Baaba Folson, Ph.D. (Carol von Ossietzky University of Oldenburg)
Associate Professor
(international relations; education and development; global economic restructuring; international migration and immigration policies (Canada, U.S. and Germany); domination, moralities, sexualities, education and national policy)
rfolson@oise.utoronto.ca

Michael Fullan, Ph.D. (Toronto)
Professor
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)
mfullan@oise.utoronto.ca

Edward B. Harvey, Ph.D. (Princeton)
Professor, jointly-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labour market; applied social research and policy analysis; employment equity)
ebharvey@oise.utoronto.ca

Judy Iseke-Barnes, Ph.D. (Alberta)
Assistant Professor
(aboriginal education; culture and technology; anti-racist studies of education; culture and pedagogy; decolonizing education; cultural regeneration; indigenous knowledge)
jisekebarnes@oise.utoronto.ca

Helen Lenskyj, Ph.D. (Toronto)
Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies; Olympic Industry critique)
hlenskyj@oise.utoronto.ca

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, cross-appointed to the Department of Adult Education and Counselling Psychology
(political economy and education; class analysis; learning and work; ideologies and consciousness; alternative futures)
dlivingstone@oise.utoronto.ca

Roxana Ng, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Adult Education and Counselling Psychology
wng@oise.utoronto.ca

Ruth Roach Pierson, Ph.D. (Yale)
Professor Emeritus,
(race, class and gender in historical sociology; women and colonialism, imperialism, and nationalism; feminist studies in education)
rrpierson@oise.utoronto.ca

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Adult Education and Counselling Psychology
jquarter@oise.utoronto.ca

Sherene H. Razack, Ph.D. (Toronto)
Professor
(anti-racism studies; critical global and community issues; feminism; human rights; law; critical pedagogy; unions)
srazack@oise.utoronto.ca

Kathleen Rockhill, Ph.D. (California at Berkeley)
Professor
(feminist, postmodern, and cultural studies; theories as applied to the study of disability, race and sexuality; qualitative and autobiographically-based inquiry)

Peter Sawchuk, Ph.D. (Toronto)
Assistant Professor
(workplace learning; trade union studies; technology and work; adult learning theory; cognition and communication at work; cultural historical activity theory)
psawchuk@oise.utoronto.ca

Roger I. Simon, Ph.D. (Yale)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(culture and communications; social and political thought; formation of historical consciousness; remembrance and learning; representations of mass violence and social suffering in video, film, literature, art and new media; Holocaust and genocide education; museum studies)
rsimon@oise.utoronto.ca

Dorothy E. Smith, Ph.D. (California at Berkeley)
Professor Emeritus
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)
dsmith@oise.utoronto.ca

D. Alissa Trotz, Ph.D. (Cambridge)
Assistant Professor, cross-appointed to the Institute for Women's Studies and Gender Studies, New College, University of Toronto
(sociology of race, class and gender; transnationalism; gender and international development; Caribbean studies)
da.trotz@utoronto.ca

Rinaldo Walcott, Ph.D. (Toronto)
Associate Professor
(critical pedagogy; cultural studies; queer theory; gender studies; transnational studies; diaspora studies; postcolonial studies)
rwalcott@oise.utoronto.ca

Njoki Nathani Wane, Ph.D. (Toronto)
Assistant Professor
(gender, colonialism and development; indigenous knowledge practices; black feminism; anti-racist education)
nwane@oise.utoronto.ca

Associated Instructors

Wallace Seccombe, Ph.D. (Toronto)
(historical sociology; family studies; marxist political economy; gender and generational relations in comparative perspective)
wseccombe@oise.utoronto.ca

Departmental Research Areas

Faculty and student research and interests represent a variety of approaches to sociology and equity studies in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five research areas listed below (as well as in the Interdepartmental Research Areas and Collaborative Programs). Students are not required to stay within a single research area when selecting courses.

Aboriginal and Indigenous Studies in Education

This research area addresses current issues, trends, perspectives, and models of Aboriginal and Indigenous education through historical, cultural, spiritual, social and political philosophies and themes. Specific foci include: Aboriginal, Indigenous, and marginalized knowledges in global contexts and pedagogical implications for educational change; the roles media, institutions, governments, and historical and contemporary policy in producing conditions of constraint, images of Aboriginal and Indigenous peoples, social and class differences, dominance, control politics, and social inequalities in regard to Aboriginal and Indigenous peoples; and a special interest in the developing, promoting, and sustaining of anticolonial thought in the academy and in community. The goal of this research area is to create spaces for integrating Aboriginal and Indigenous knowledges. Faculty include: George Sefa Dei, Laara Fitznor, Judy Iseke-Barnes, Paul Olson and Njoki Nathani Wane.

Critical Race and Anti-Racism Studies in Education

Courses in this research area provide students with an integrative view of social difference (race, class, gender, disability and sexuality) and a critical reading of multiple social oppressions revealed in different sites and sources: schools, universities, local communities, media, law and cultural production. Faculty include: Dwight Boyd, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Monica Heller, Judy Iseke-Barnes, Helen Lenskyj, Roxana Ng, Paul Olson, Sherene Razack, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Culture, Communication and Critical Education

Courses in this research area are intended for those who wish to concentrate their studies in critical inquiry into culture and communication and cultural aspects of education. Courses are also suitable for students who wish to add such courses to their program. Questions discussed include: the complex practices, relations, ideologies and technologies of culture, including cultural production, representation, circulation and mediation, whether in institutional settings and everyday life; explorations of the pedagogical implications of contemporary modes of communication, media and popular culture, including alternative, critical and independent media; studies of the social organization of knowledge and cultural forms and relations of power; cultural politics and policy; studies of the formation of audiences, spectators, readers and viewers; inquiry into language, text, discourse and communicative action; investigations of aesthetic practices, representations, performance and display; the production and circulation of historical and ethnological representations; studies of the pedagogical implications of cultural practices and the cultural dimensions of pedagogical practices; studies of subjectivity, identity and agency; research of history, cultural memory and ethics. Faculty members associated with this area of study include: Sandra Acker, Nathalie Belanger, Kathy Bickmore, Kari Dehli, Rose Baaba Folson, Monica Heller, Judy Iseke-Barnes, David Livingstone, Paul Olson, Peter Sawchuk, Roger Simon, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Feminist Studies and Gender Relations in Education

Core courses: SES1981 (core course for this research area) and CTL1313 (core course for Gender Equity in Education). This research area offers courses on gender studies in the family, educational systems, and workforce; feminist theories and practice; gender, class, race, language, and cultural and biological reproduction; gender and sexualities; and women's health. Note that other courses offered by feminist faculty, but not listed in this research area, may be taught from a feminist perspective. Faculty include: Sandra Acker, Kathy Bickmore, Dwight Boyd, Kari Dehli, Margrit Eichler, Rose Baaba Folson, Edward Harvey, Monica Heller, Helen Lenskyj, Sherene Razack, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Learning, Work and Change

Core courses: SES2942 and SES3950. This research area is devoted to teaching and research about the interrelations of organized/informal learning, paid/unpaid work, and societal change processes and the roles of educators in improving these relations. Courses offer theories and methods for understanding political, economic and ideological forces associated with educational and workplace change. Some representative themes include: influences of social class, gender, ethnicity and generation on learning practices and work opportunities; impacts of technological changes on labour markets, work democratization; changing labour processes and related training programs; school and community relations; teachers' work and educational innovation; and problems of underemployment and the future of work. Faculty include: David Livingstone (coordinator), Sandra Acker, Nathalie Bélanger, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Edward Harvey, Paul Olson, Peter Sawchuk, Wally Seccombe and Njoki Nathani Wane.

This research area is also associated with the following:

- **The Learning and Work** Interdepartmental Research Area (see pages 163 - 164)
- **Workplace Learning and Change** research area in Adult Education and Counselling Psychology (page 39)
- **The Intermediate/Senior Alternate 4 Option (Education and Work)** in the Initial Teacher Education Program (see below)

Initial Teacher Education Program

Faculty members in the sociology in Education Program participate in the Initial Teacher Education program through the **Intermediate/Senior Alternate 4 Option in Education and Work.** This option is designed for preservice students with an interest in workplace issues and who want to proceed to the M.Ed. This arrangement involves two preservice disciplines – Business Studies and Technological Studies – and three graduate programs – Sociology in Education, Adult Education, and Counselling Psychology. However, preservice students in other disciplines with an interest in workplace issues may also apply for admission. The M.Ed. has a co-ordinated set of offerings of courses related to workplace issues. In total, students complete 10 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of workplace issues. Students can enroll in the M.Ed. either part-time or full-time. Part-time students can take up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

Further information is available from:

Lennox Borel: lborel@oise.utoronto.ca
Peter Sawchuk: psawchuk@oise.utoronto.ca

Centres

Three special interest research centres are presently based in the Department:

- Centre for Integrative Anti-Racism Studies
- Centre for the Study of Education and Work
- Centre for Media and Culture in Education

Through its faculty, the Department also maintains close associations with two externally-based centres at OISE/UT: the Centre for Women's Studies in Education and the Centre de recherches en éducation franco-ontarienne. For more detailed information about these and other OISE/UT research and field centres, see pages 166 - 171 of this *Bulletin*.

Interdepartmental Research Areas

The following research areas are fully described in the Interdepartmental Research Areas section, pages 161 - 165.

Aboriginal Education

Aboriginal Education focuses on issues and perspectives in Aboriginal Education. It is taken as part of the student's program of study within the Department of Sociology and Equity Studies in Education. Three courses in Aboriginal Education and an additional methods course are recommended as part of students' programs of study. Courses are to be selected from Sociology and Equity Studies in Education (SESE), Adult Education and Counselling Psychology (AECP), and Curriculum Teaching, and Learning (CTL). Associated SESE faculty are: Laara Fitznor, Judy Iseke-Barnes and Paul Olson.

Further information is available from:

Judy Iseke-Barnes
Telephone: 416-923-6641 ext. 2726
Fax: 416-926-4751
E-mail: jisekebarnes@oise.utoronto.ca)

Critical Pedagogy and Cultural Studies

See the Interdepartmental Research Areas section, page 162.

Études franco-ontariennes en éducation

Le Département de sociologie et d'études de l'équité en éducation participe à un programme de cours à distance par ordinateur intitulé "Études franco-ontariennes en éducation" offert par le Département de curriculum, d'enseignement et d'apprentissage, qui porte sur les réalités sociales et scolaires des communautés francophones et dont la langue d'enseignement est le français.

Ce programme multidisciplinaire mène au diplôme de M.Ed. Des cours sur place sont également offerts. Vous trouverez la description en français des cours de sociologie qui font partie de ce programme dans la liste des cours qui suit. Pour de plus amples renseignements, prière de consulter la rubrique "Études franco-ontariennes en éducation" (voir page 162).

Gender Equity in Education

This interdepartmental research area focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's main program of study within the Department of Sociology and Equity Studies in Education. CTL1313 Gender Equity in the Classroom is a required course. Two other courses are to be selected from a list of courses from other programs. The Centre for Women's Studies in Education (CWSE) coordinates the interdepartmental research area. (See page 163.)

Further information is available from:

Jill Given-King at CWSE
Telephone: 923-6641 ext. 2204
E-mail: jgivenking@oise.utoronto.ca
Website: www.oise.utoronto.ca/projects/inclusive

Learning and Work

See the Interdepartmental Research Areas section, pages 163 - 164.

Collaborative Programs

Comparative, International, and Development Education

This program is fully described in the section on the Collaborative Graduate Degree Programs, pages 158 - 159. Core course: CTL 6000 (offered in the Department of Curriculum, Teaching and Learning can be counted for Sociology and Equity Studies). Faculty include: Kathy Bickmore, George Sefa Dei, Rose Baaba Folson, David Livingstone, Paul Olson, Alissa Trotz and Njoki Nathani Wane. Applicants must contact the Program Coordinator in advance of submitting their application to the Registrar's Office. They should also forward one copy of their application to him.

Further information is available from:

Joseph Farrell, Collaborative Program Coordinator
E-mail: jfarrell@oise.utoronto.ca
416-923-6641, ext. 2361

Environmental Studies

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Environmental Studies Program. For complete details on the program, please see page 159.

Further information is available from:

Njoki Nathani Wane
E-mail: nwane@oise.utoronto.ca
OR
Roger Hansell, IES Coordinator of Graduate Studies
Telephone: 416-978-6409
E-mail: roger.hansell@utoronto.ca

Women's Studies (GCWS)

The departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Collaborative Graduate Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Coordinator, Tara Goldstein (416-978-3268), or the departmental representative for this program, Margrit Eichler. Further information is available on page 160 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Degree Requirements

The programs leading to M.Ed., M.A., Ed.D., or Ph.D. degrees may be undertaken as follows:

The M.Ed. degree may be pursued on a full-time or part-time basis under either Option II (eight half-courses and a Major Research Paper (MRP) or under Option III (six half-courses and a thesis).

The M.A. degree may be pursued full-time or part-time and requires a thesis.

Note that although Ed.D. students may begin their studies on a part-time basis, they must register full-time for a minimum of two consecutive sessions, not including summer, of on-campus study and then maintain continuous registration full-time subsequently until all degree requirements are completed.

Ph.D. students must maintain full-time status throughout their program of study. (See Minimum Admission and Degree Requirements section, pages 20 - 25.)

Both the Ed.D. and the Ph.D. require a dissertation but the Ph.D. requires, in addition, a comprehensive examination.

Students are free to take all their courses within the department but may also take a portion of their courses in other OISE/UT departments, elsewhere in the University of Toronto School of Graduate Studies, or with prior permission, at another accredited university graduate program. The number of courses which must be taken in the department will vary by the type of degree (Ph.D., M.Ed., etc.). The minimum number of half courses which must be taken in SESE is listed in the table below.

Degree	Total # of courses required	Minimum # of courses in SESE required
M.Ed.	6 half-courses	3 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
M.A.	6 half-courses	4 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
	12 half-courses	6 half-courses
Ed.D.	8 half-courses	4 half-courses
	9 half-courses	5 half-courses
	10 half-courses	6 half-courses
	12 half-courses	6 half-courses
Ph.D.	6 half-courses	4 half-courses
	8 half-courses	6 half-courses
	10 half-courses	8 half-courses
	12 half-courses	8 half-courses

Within these requirements courses taken in another department will be credited on students' transcripts with that department's designation. In special circumstances (e.g. students enrolled in some Collaborative Programs) SESE credit designation **may be** granted for a course offered by another department in partial fulfillment of the minimum SESE course requirement specified for their degree. SESE credit for out-of-department courses may not exceed one half course of a student's program of study.

NOTE: Students must consult with their faculty advisor before enrolling in an out-of-department course for which they require SESE credit.

The Department offers courses **off-campus** as well as in **distance mode** to serve students in localities outside Toronto. Off-campus students typically complete their program by enrolling in courses on-campus during the summer and/or by enrolling as full-time students during a Fall Session and a Winter Session, consecutively.

Information about off-campus and on-campus courses to be offered in the 2003 Summer Session and the 2003 Fall Session and 2004 Winter Session will be noted in the "Graduate Studies Course Schedule", available from the Registrar's Office, Graduate Studies Registration Unit, OISE/UT.

Incoming students should consult, by telephone, in person, or by e-mail, their assigned advisor (please note that a student's faculty advisor does not necessarily serve as his or her thesis, dissertation or MRP supervisor) prior to selecting courses for their program of study. Incoming students may also make enquiries regarding their course selections from the Liaison Officer in the Registrar's Office, Graduate Studies Registration Unit, OISE/UT. Although there are no required courses, it is recommended that new students take appropriate courses in methods and theory as well as a core course in their preferred focus area or areas.

Master's level students are strongly encouraged to take a methods course at the SES1900 level and doctoral students at the SES3900 level. Students with little background in sociology in education are strongly encouraged to take SES1900, SES1901 or SES1904. Students with little background in sociology are strongly encouraged to take SES1904.

Course outlines are available for consultation in the Department. To help students articulate and focus their intellectual concerns, the Department offers:

- a designated faculty advisor for each student (assigned to the student upon admission)
- a supervisor (to be recruited by the student) for theses, dissertations and MRPs
- independent study and research courses
- access to related courses in other graduate departments
- course outlines and evaluations
- a speaker's series
- the ***Sociology and Equity Studies in Education Handbook*** which includes information about departmental and OISE/UT organization, facilities, and resources. The Handbook is distributed by the department at its orientations and is available from departmental staff
- notices and information sent over e- mail through the departmental email conference "SESE"
- workshops on particular topics such as writing thesis proposals

In addition, some faculty members run thesis support groups for their students.

Admission Requirements

The Department welcomes applicants with diverse but relevant backgrounds. M.Ed. and Ed.D. applicants must have the equivalent of twelve months professional experience. M.A. and Ph.D. candidates who are admitted without sufficient previous study in sociology or a cognate discipline may be required to take a lengthier program of study.

In addition to the general requirements for admissibility as outlined in the Minimum Admission and Degree Requirements section (pages 20 - 25), applicants are required to submit the following:

a) a careful statement of intellectual interests and concerns relevant to sociology and equity studies in education as well as reasons for undertaking a program of study here in the Department. Applicants must list at the end of this statement, the research area or areas in which they have primary interest;
b) two letters of reference, preferably from university instructors with whom the applicant has studied or worked;
c) at least one sample of written work in the social sciences

Incomplete applications may be subject to processing delays or rejection.

Courses

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Courses listed in French are generally taught in distance mode. SES1900 to 2999 courses are generally intended for the master's level (please note that all of these courses are also available to doctoral students). SES3900-3999 courses are designed specifically for doctoral degrees. (Masters students may enrol in the 3900 courses with the permission of the instructor.)

NOTE: The ***Graduate Studies Course Schedule***, available from the Registrar's Office, Graduate Studies Registration Unit, Room 4-485, will record full descriptions of the 2003/04 Special Topics in Sociological Research courses, (SES2999 at the master's level, and SES3999 at the doctoral level).

SES1900H Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
P. Olson

SES1900H Introduction à la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
N. Bélanger

SES1901H Basic Concepts in Sociology in Education

An introduction to basic, widely known concepts in sociology in education. Concepts covered will include many of the following: social order, social structure, status/role, culture, normative order, norms/rules, social action, social facts, sex/gender, race/racism, class, rationality, ideology, power, and authority.
Staff

SES1902H Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.

P. Olson

SES1903H Sociological Survey Research Methods in Education

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.

P. Olson

SES1904H Introduction to Sociological Theory in Education

This course introduces students to sociological paradigms and analysis through classical theory and some contemporary theory. Theories shall be examined critically for their coherence, logic, consistency and empirical support. More importantly, this course tries to make sociological theory come alive by showing that it is the product of individuals reacting to issues that were important within the context of their time. Accordingly, due attention is given to understanding the nature of sociological perspectives and the contribution of Enlightenment thinkers, as well as the Big Three: Marx, Weber and Durkheim. These thinkers grappled with social and political issues and posed basic questions about social behaviour that intrigue us to this day and represent fundamental classical perspectives in sociology. We also examine contemporary debates and selected problematic implications in post colonial and post modern theories. By the end of the course, students will be able to effectively integrate sociological theory and concepts within the context of academic papers and substantiate arguments by locating them within a school of sociological theory.

Staff

SES1905H Qualitative Approaches to Sociological Research in Education

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analyzing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.

S. Acker, M. Heller and Staff

SES1907H L'éducation multilingue et multiculturelle: l'analyse sociologique

Ce cours est traité comme un séminaire: l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.

M. Heller

SES1909H Eco-Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings.

M. Eichler

SES1910H The Social Organization of Knowledge

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form - news, data, records, etc. - through which we know the world at "second hand". The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.

K. Dehli

SES1911H Sociologie de l'éducation specialiseé

Ce séminaire a pour but d'explorer, d'un point de vue sociologique et historique, et grâce à un ensemble de données théoriques provenant aussi bien de France, d'Angleterre que du Canada, la mise en place de l'éducation specialisée. Cette forme d'éducation, constituée dans le but de répondre aux "besoins" d'élèves désignés comme "spéciaux", eut son heure de gloire à une époque donnée, soit avant qu'émergent les courants d'intégration et d'inclusion scolaire. La situation des écoles de langue française en Ontario sera également analysée au regard de cette question.

N. Bélanger

SES1912H Foucault and Research in Education and Culture: Discourse, Power and the Subject

This course will introduce students to central approaches, themes and questions in the work of Michel Foucault. We will discuss the relevance and utility of his work by examining how a number of researchers in education have made use of it. Students will also be able to explore the implications and usefulness of Foucault's work for their own research.

K. Dehli

SES1913H SESE Thesis Students' Seminar (Non-credit)

This non-credit course is required for all SESE doctoral students. Most sessions will focus on providing practical advice and opportunities for discussion about topics such as: the roles of advisors and supervisors; how to find a supervisor and a thesis committee; how to prepare applications for grants and graduate assistantships; how to complete ethical protocols; how to prepare and present conference papers; how to get published; and how to write a proposal; etc.. There will be brief presentations by SESE faculty and some guest speakers. The coordinator will be Helen Lenskyj.

NOTE: Students have to attend at least 50% of the sessions in order to satisfy SESE requirements.

H. Lenskyj

SES1921Y The Principles of Anti-Racism Education

The first half of the course provides a theoretical analysis of anti-racism and anti-oppression education and issues for students, educators, and staff interested in the pursuit of anti-racism and anti-oppression education in the schools. The second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.
G.J.S. Dei

SES1922H Sociology of Race and Ethnicity

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities and identities. It explores the implications of these advances for curriculum and pedagogical practices.
G.J.S. Dei

SES1923H Racism, Law and Radical Education

This course will focus on the issues that arise for activists when engaged in educational and organizational anti-racist initiatives. The context is law. The course examines race critiques of law in terms of the theories of identity, racism and oppression contained within them. It then addresses the organizing and educational issues that emerge from various strategies for social change considered in law. An important activity of the course is the exploration of Canadian anti-racist initiatives. Since much of the readily identifiable reading material on race critiques of law is American, students will be encouraged to pursue a specifically Canadian focus in their research and presentations.
S. Razack

SES1924H Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conceptions of the socioeconomic development process and the role of formal and popular education programs within that process. There is a special emphasis on the impact of international finance capital and the World Bank's economic adjustment policies and programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.
G.J.S. Dei

SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications

This seminar will examine Indigenous and marginalized knowledge forms in transnational and global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes 'valid' knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of Indigenous knowledge forms; questions of power, social difference, identity, and representation in Indigenous knowledge production; the political economy of knowledge production; Indigenous knowledges and science education; Indigenous knowledge and global knowledge; change, modernity, and Indigenous knowledges. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications.
G.J.S. Dei

SES1926H Race, Space and Citizenship: Issues for Educators

Drawing on recent scholarship in critical race theory, law, critical geography, history and cultural studies, on how spaces are constituted by and constitute social relations, this course will explore the issues that arise for educators who wish to consider the production of racial subjects in the making of Canada. The course addresses a central question: How can subordinate groups contest the racialized and gendered structure of Canadian citizenship through educational practices when to do so is to call into question the dominant group's sense of self? To explore this question through interdisciplinary scholarship on race and space, the course will work with the narratives that each region of Canada tells about itself. We will examine the specific pedagogical sites, where the nation teaches its citizens who they are (sites of cultural production and popular culture, political discourse and schools) and consider the educational practices required to interrupt the production of a raced structure of citizenship.
S. Razack

SES1927H Global Economic Restructuring -- International Migration -- Immigration Policies (Canada, U.S., Germany)

This course will look into different aspects of the trend known as "Globalization". Of particular importance for the course will be the examination of migratory movements of people from the South to the North on the one hand, and the subsequent processes of their re-socialization and resettlement in new societies under state immigration policy on the other. Throughout these processes, the impact of such factors as race, gender, class, language, sexualities, and education will be critically discussed as important markers with determining effects on social and professional advancement. We shall explore a variety of possible relations between the reciprocal movements of capital and labor taking place within the processes of "globalization" and also how nation-states are implicated in their immigration histories.
R. B. Folson

SES1950H Student Deviance, Resistance, and Educational Transformation

This course deals with theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure, as well as practical issues of typification, classroom order, streaming, discipline, special education, school violence and child abuse and child abuse prevention. The course will place a particular emphasis on kinds of deviance and resistance, theories of deviance, mechanisms of social control, the processing of deviance, measurements of deviance, and the social distribution of deviance in schools and society. The course will also focus on violence free school policies and practices; school codes of behaviour, school discipline, and student suspension policies and practices; and antiracist and ethnocultural equity policies and practices, including those pertaining specifically to the Aboriginal peoples.
P. Olson

SES1951H The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists. The course offered through Distance Education mode by Dr. Pat O'Riley will place a particular emphasis on Native issues in education.
N. Bélanger & Staff

SES1951H L'école et la communauté

Dans plusieurs pays, et notamment au Canada, des réformes éducatives sont entreprises afin de rendre les administrations scolaires plus autonomes, davantage responsables et redevables face aux communautés. En ce sens, le communauté, notamment au travers de l'action des parents, est invitée à jouer un rôle à l'école. Cette situation est issue de la critique d'un modèle scolaire considéré trop uniforme, peu enclin à répondre à des situations particulières et inapte à remplir son rôle en ce qui concerne la transmission des savoirs de base jugés prioritaires. Cependant, certains voient dans cette 'mise en marché de l'éducation' un simple rôle d'apparat pour les parents et le retour à un schéma compétitif entre les élèves. Prenant en compte ces tensions et représentations différentes au sujet du rôle de l'école, ce séminaire a pour but d'examiner, grâce à des textes riches aussi bien du point de vue théorique qu'empirique, les liens qui unissent l'école et la communauté.
N. Bélanger

SES1953H Teaching Conflict and Conflict Resolution: Politics and Practice

This seminar applies sociological perspectives to the practical problem of teaching young people (and giving young people opportunities) to handle interpersonal and social conflict. Participants will bring their own experience to bear on the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, school governance, and school social relations. Our focus will be less on "how to" manage conflict resolution education, and more on analyzing where and how various kinds of education about conflict "fit" in (and challenge) the regularized business of schooling. Although our emphasis will be on school-based socialization and opportunities to learn, we will examine the relationships between school experience and other cultural, political, and social-structural influences.
NOTE: The seminar is intended as part of a program of study in Culture, Communication and Critical Education, or Policy and Practice in Education.
K. Bickmore

SES1954H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.
S. Razack

SES1956H Social Relations of Cultural Production in Education

This course will analyze how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.
R. Walcott

SES1957H Doing Disability in Theory and Everyday Life

This course will investigate "disability" from the interplay/tension between every day life experience and wider social context. Theories of the body, of normalcy, of the subject, and of the production of 'differences' are taken up in relation to the writings of people with disabilities. The course takes a cross-disability perspective and incorporates the work of disability activists and disability movements.
Staff

SES1958H The Internet and Cyberspace: Issues of Culture, Identity, Access and Control

Cyberspace--an expression linking people, computers and sources of information--can be understood in many ways. What are the metaphors which define it? What are the discourses that emerge there? How are these produced in cultural negotiations? This course examines the development and practices of Internet use and of Cyberspace as a site of cultural production and as a potential site of both retrenchment and resistance to dominant understandings of culture. Questions of identity and cultural politics will be examined in regard to interactions in Cyberspace. Students will discuss and analyze cultural, social, political and economic issues and controversies around access, parental and educator control over children's usage, privacy and security, content, copyright and intellectual property.
Staff

SES1980H Reproductive Technologies and Education

This course will briefly explore the social history of biological/human reproduction and focus on the recent developments in the new reproductive technologies. Particular attention will be paid to the social aspects of the new technologies and arrangements (such as the commercialization and industrialization of human reproduction, and judicial interventions in pregnancies and deliveries) and to the consequences of these developments for education, women, men, children, and society at large.
M. Eichler

SES1981H Feminist Scholarship and Education

The core course of the feminist focus introduces a range of thinking and methods in feminist thought relevant to sociology. It will focus on the development of feminist theory and practice that are central to feminism as it is taught in this department.
Staff

SES1982H Women, "Diversity" and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; feminist agendas and strategies for change.
S. Acker and H. Lenskyj

SES1983H Gender, Race and Historical Sociology

This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.
S. Razack

SES1985H Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as social class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violence, mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implications for women in the health professions, will be investigated.
H. Lenskyj

SES1988H Diversity and Social Justice Issues in Physical Education, Recreation and Sport

Issues of physicality and the body are often overlooked in the sociology of education literature, while in the field of physical and health education, the differential effects of gender, social class, race/ethnicity, sexuality and dis/ability on children's and adults' experiences of physical education, recreation and sport are frequently underrecognized. The course will begin by examining critical sociological approaches to understanding interacting systems of oppression and their significance for physical education, recreation and sport, broadly defined. Feminist and antiracist analyses of girls' and women's experiences will be central . There will be a focus on education, readings and discussions addressing issues of pedagogy/andragogy in relation to diverse groups, including ethnic minorities, working class people, lesbians/gays and people with disabilities, and in various sociocultural contexts, including schools, universities and communities.
H. Lenskyj

SES1989H Black Feminist Thought

Various discourses, theoretical frameworks and ideological proclamations have been employed to analyze, criticize and interrogate everyday lived experiences of black peoples. This course examines the multiple oppressions and social representations of black women using a black feminist theoretical framework. Part of the course will be devoted to black feminist theory -- a theory developed out of black women's experiences and rooted in their communities. The course will also examine the following issues among others: strands of feminisms with particular emphasis on feminisms as advocated by the visible minorities; the divergences and similarities of black feminisms; and the heterogeneous nature of black women's experiences. The course will be sociological and historical in nature and will examine the intersections of race, class, gender and homophobia.
N. Wane

SES1992H Feminism and Poststructuralism in Education

In this theory course we will debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings of discourse; and the status and effects of knowledge. Detailed consideration will be given to feminist poststructuralist accounts of educational practice and feminist pedagogy.
Prerequisite: SES1981H or permission of instructor.
K. Dehli

SES2910H Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler

SES2913H Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.
E.B. Harvey

SES2914H Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.
Staff

SES2915H Managing Educational and Employment Diversity

Demographic and social changes have dramatically altered Canada's workforce and school populations. By the end of the century, over 85 percent of new workers will be women, members of racial minorities, including those of Aboriginal origin, and persons with disabilities. This course will analyze issues of equality of opportunity in employment and education. It will examine practical strategies for achieving needed changes and effectively valuing and managing the increasing diversity of our work and training institutions.
E.B. Harvey

SES2940H Rethinking Marxism and Education

This course provides a broad introduction to the range of theoretical concepts and methods of investigation in historical materialist thought. Past and present developments in Marxist theory and international practice will be reviewed. We will explore critical assessments of Marx's method of inquiry, the dynamics of the capitalist production process, class relations and class consciousness, ideological hegemony and popular culture, contemporary Marxist theories of education, the relations of education and work, and current challenges to Marxism. Specific topics will be developed dialogically in response to participant

interests, helping students to better understand the relationship of their own projects to this tradition. The course will include guest lectures from a variety of SESE faculty in order to help participants situate Marxism in relation to other forms of theory/practice.
D.W. Livingstone and P. Sawchuk

SES2941H Social Inequities and Education

Exploration of knowledge and power relations in the reproduction and modification of social inequities from class, gender, ethnic, age and disability standpoints, particularly as they affect educational and learning opportunities and the legitimacy of different forms of knowledge. The roles of family origins, schools and teachers receive particular attention.
D.W. Livingstone

SES2942H Education and Work

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.
P. Sawchuk

SES2970H Countering Myths About Aboriginal People through Multiple Medias

Myths about Aboriginal peoples are produced in cultural forms and cultural practices. Cultural productions which replicate and reproduce these stereotypic images include media, film, photography, newspapers and other written texts. This course will endeavor to dispell these myths through careful, critical, and multiple readings of 1/papers and books which produce these myths or provide alternatives to these myths; 2/ the Royal Commission on Aboriginal Peoples Report; 3/selected films which provide access to these myths and counter them through integration of story, sound and image; and 4/ selected locations on the Internet where myths are produced and countered. This course will draw upon literature in Aboriginal education, feminist studies, postcolonial and cultural studies, and anti-racist studies.
J. Iseke-Barnes

SES2998H Individual Reading and Research in Sociology and Equity Studies in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

SES2999H Special Topics in Sociological Research in Education

Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff

SES2999H Special Topics in Sociological Research in Education: Cultural Knowledges, Representation and Colonial Education: Sociological Implications in Education

With the advent of colonialism, non-European traditional societies were disrupted. Cultural knowledges and traditional educational practices were swept away and replaced. This course revisits history to celebrate the vast array of cultural diversity in the world. The course interrogates how various media have taken up these knowledges and presented them to the world in the form of texts, films, and educational practices, and it examines how colonial education sustains/ed the process of cultural knowledges fragmentation. This examination of cultural knowledge portrayal serves to deepen insights and to develop intellectual skills to cultivate a deeper understanding of the dynamics generated through representations and the role colonial education plays/ed to sustain and delineate particular cultural knowledges. The course also explores the various forms of resistance encountered in the process of this fragmentation. For example, the Maasai of East Africa have become the spectacle or exotic remnant of an indigenous African culture. We will examine how groups such as these have maintained their cultural base, and how this has been commodified, commercialized and romanticized.
N. Wane

SES3900H Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.
Staff

SES3901H Research Seminar: Theoretical and Methodological Problems in Advanced Historical Sociological Research in Education

This course will provide students who are at the stage of thesis writing with the opportunity to explore and discuss questions of research methods and problems of theorization.
Staff

SES3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education

This advanced graduate seminar will examine multiple scholarly approaches to researching race, ethnicity, difference and anti-racism issues in schools and other institutional settings. It begins with a brief examination of race and anti-racism theorizing and the exploration of the history, contexts and politics of domination studies in sociological and educational research. The course then looks at ontological, epistemological, and ethical questions, and critical methodological reflections on race, difference and social research. The course will focus on the ethnographic, survey and historical approaches, highlighting specific qualitative and quantitative concerns that implicate studying across the axes of difference. We will address the issues of school and classroom participant observation,; the pursuit of critical ethnography as personal experience, stories and narratives; the study of race,

racism and anti-racism projects through discourse analysis; and the conduct of urban ethnography. Through the use of case studies, we will review race and anti-racism research in cross-cultural comparative settings and pinpoint some of the methodological innovations in social research on race and difference.
Prerequisite: SES1922H or permission of instructor.
G.J.S. Dei

SES3912H Race and Knowledge Production: Issues in Research

As a doctoral level course for students who already possess some familiarity with postmodern, feminist, or post- colonial theories, the course will consist of readings that explore the following two questions: How is knowledge production racialized? How can intellectuals challenge imperialist and racist systems through their research and writing? The course examines: colonialism, imperialism, and gender; researching everyday racism; racism and education; racial knowledge and the disciplines, and writing as resistance.
S. Razack

SES3913H En/Coding Domination: Power Relations Based on Race, Gender, Class and Sexuality

Anti-racists, feminists and other critical scholars in the social sciences have amply demonstrated multiple ways through which asymmetrical power relations encode, normalize and sustain oppression. In their analyses, they have to a large extent focused their critiques of power relations involving domination on the written text as a primary site of investigation. The goal of this course is to explore covert ways through which power relations of domination are produced, perpetuated and contested in social, political and cultural spaces. We will attention to different forms of language which convey power relations of domination along race, gender, and class "fault" lines.
R. B. Folson

SES3914H Anti-Colonial Thought and Pedagogical Challenges

Contact between the 'imperial order' and the 'colonial' periphery continues to involve complex and creative encounters/resistances. The myriad forms of resistance help sustain the local human condition of the colonized 'other'. This advanced seminar will examine the anti-colonial framework as an approach to theorizing issues emerging from colonial and colonized relations, using subversive pedagogy and instruction as important entry points to critical social practice. Focusing on the writings and commentaries of revolutionary/radical thinkers like Memmi, Fanon, Cabral, Gandhi, Machel, Che Guevara, Nyerere and Nkrumah, the course will interrogate the theoretical distinctions between anti- and post-colonial thought, and identify the particular implications/lessons for critical educational practice. Among the questions explored will be: the challenge of articulating anti-colonial thought as an epistemology of the colonized, anchored in the indigenous sense of collective and common colonial consciousness.
G.J.S. Dei

SES3920Y The Politics of Representation and Pedagogies of 'Difference'

Representation can be thought of as the shimmering slip between 'the real' and 'the known', the self and the social. In this course, we explore how 'insurgent' representational practices work to interrupt the assumptions of truth, of 'the normal' and of normalized bodies, that form the ground of pedagogical practice. Through the viewing of 'independent' film and video, we consider the politics of identity and the representational strategies that have been used to challenge conventions of race, sexuality, ableism and class. Drawing upon the literature of cultural studies, we focus upon implications for teaching and learning about how 'difference' is inscribed through signifying and reading practices of identification and disidentification.
Staff

SES3921H Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.
M. Heller

SES3922H Analyzing Classroom Discourse

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.
M. Heller

SES3930H Seminar on Feminist Methodology and Education

This course explores methodological and theoretical issues surrounding nonsexist or feminist research with specific attention to gender based analyses mandated by the federal government. It examines concrete samples of work using a feminist approach, and the research problems associated with such an approach. This course aims to develop a specific skill that will be valuable on the labor market. Although the focus of the course will be on gender, the method examined is applicable to other types of critical approaches, such as anti-racist analysis and others.
M. Eichler

SES3931H Feminism and Poststructuralism in Education

In this advanced theory course we will debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings of discourse; and the status and effects of knowledge. Detailed consideration will be given to feminist poststructuralist accounts of educational practice and feminist pedagogy.
Prerequisite: SES1981H or permission of instructor
K. Dehli

SES3932H Contemporary Perspectives on Women and Higher Education

This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career; look at efforts to alter curriculum and pedagogy in accordance with ideas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university. Specific topics such as student cultures, thesis supervision, sexual harassment, the "chilly climate", and so forth will be taken up through readings and student presentations.
S. Acker

SES3933H Theorizing Transnationality: Feminist Perspectives

This course seeks to critically interrogate notions of the transnational found in recent feminist theorizing. 'Transnational' has been invested with a variety of meanings and political attributes, from descriptions of global capital to the politics of alliance and coalition-building, from the creation of subjectivities through to the reconfiguration of imperialist ideologies and practices in the contemporary conjuncture. It is about linkages and unequal connections. By engaging a broad and necessarily interdisciplinary spectrum of work, this course seeks to trace the variety of methods and investments that feminists have brought to bear on their engagement with transnationality. What are some of the implications for theory, for activism, for imaginative and pedagogical practices?
D. A. Trotz

SES3942H Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies - both "developed" and "developing" to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.
J.P. Farrell

SES3943H Sociology of State Formation and Genealogies of Government

This course explores two approaches to the study of power: historical sociology of state formation and genealogies of government. The course is intended for students who plan to study some aspect of politics, 'policy' and political subjectivity in their thesis research, and/or who are looking for ways to 'blend' Marx and Foucault in their work.
K. Dehli

SES3944H Language and Gender in Education

This course will examine two aspects of the relationship between language and gender in educational settings: first, ways in which gender is constructed interactionally; second, ways in which gendered patterns of language use are differentially valued in and across educational contexts. The first part of the course will set the framework in terms of the sociolinguistic literature on language and gender. The second will examine case studies from a wide variety of contexts. The third will be devoted to student explorations of the domain.
M. Heller

SES3951H Political Economy, Cultural Forms and the Learning Society

This course will develop a critical analysis of social forces driving capitalist economic development globally and in Canada, identify dominant and subordinate cultural forms related to these developments, assess the role of the state and political movements in major social changes, and document the ways in which learning throughout the life course responds to these economic, cultural and political processes. Specific topics will be developed dialogically and may include: Canada's role in the global economy, changing class formations, current ideologies and practices of paid and unpaid work, American cultural imperialism, the expansive character of organized and informal learning and underemployment, and policy alternatives concerning all topics.
D. W. Livingstone

SES3952H Sexism, Racism, Colonialism: Pedagogical Implications

This advanced seminar explores the linkages between sexism and racism by examining the interrelations of gender, race, and class in the development of nation-states in contemporary societies.
Staff

SES3998H Individual Reading and Research in Sociology and Equity Studies in Education: Doctoral Level

Description as for SES2998H.
Staff

SES3999H Special Topics in Advanced Sociological Research in Education

Description as for SES2999H, but at the doctoral level.
Staff

JTE1952H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.
M. Heller

JTE1952H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller

JTE2912H Teachers' Work: Classrooms, Careers, Cultures and Change

Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or examine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. Some researchers have sought to probe the thinking processes of teachers, particularly the way in which knowledge is expressed in action: others have explored the pivotal role of

teachers in school effectiveness and innovation; others have developed models of teachers as workers under threat; still others have analyzed the extent to which gender structures teachers' lives and careers. This course provides an introduction to such topics, at the same time encouraging students who are or have been teachers to reflect upon their own experience and the context in which it occurs. We look at teachers as individuals using skills and creating identities; as actors and negotiators in classrooms; as colleagues in a workplace; as members of an occupation. Throughout, we shall remain alert to the social policy contexts and constraints within which teachers must operate as strategists and decision-makers.
S. Acker

Cross-listed courses

Always consult with your SESE departmental advisor as soon as possible about the cross-listed status of courses. In general, a letter signed by you and your advisor, and approved by the SESE Graduate Program Committee chair is required in order that a course not offered by SESE be counted toward your SESE departmental requirements. For those SESE students enrolled in Collaborative programs or Interdepartmental Research Areas, core courses listed under other departments will be considered cross-listed without such a letter. Individual reading courses will not be counted toward fulfilling your SESE departmental requirements unless they are taken under the course codes SES2998 (masters level) or SES3998 (doctoral level).

Theory and Policy Studies in Education (TPS)

4-The Department of Theory and Policy Studies in Education consists of three graduate programs:

- **Educational Administration**
- **Higher Education**
- **History and Philosophy of Education**

The History and Philosophy of Education Program represents cognate disciplines. The Educational Administration and Higher Education Programs represent the application of cognate scholarship to domains of practice. Each program offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees.

The Department also participates in two Collaborative Programs:

- **Comparative, International and Development Education**
- **Graduate Collaborative Program in Women's Studies**

The following certificate and diploma programs are also offered in the Department:

- Certificate in School Management
- Ontario Principal Certification

TPS, as well, has an important initial teacher education function. In addition to supporting a wide range of research projects focussed on provincial, national, and international issues in education, the Department is home to two research centres:

- The Centre for the Study of Values and Leadership
- The International Centre for Educational Change

To be admitted to the Department, application must be made to a Program and to one of the following five fields:

- Educational Administration
- Higher Education
- Health Professional Education (M.Ed. only)
- History of Education
- Philosophy of Education

General Information

For application information and forms visit the Registrar's Office website: **http://ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Lynn Romero, Liaison Officer, Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2430
lromero@oise.utoronto.ca

Academic Information

Educational Administration
Susan Padro, Program Coordinator

Higher Education
Glen Jones, Program Coordinator

History of Education
David Levine, Coordinator

Philosophy of Education
Dwight Boyd, Coordinator

Chairs of the Department

Nina Bascia, Ph.D. (Stanford)
Associate Professor and Chair
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Cecilia Morgan, Ph.D. (Toronto)
Assistant Professor and Associate Chair
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Interdepartmental Research Area

Gender Equity in Education

This Interdepartmental Research Area focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's course load within any program in the Department of Theory and Policy Studies in Education. One course on Gender Equity in the Classroom (taught in the Department of Sociology and Equity Studies in Education) is required; two other courses are to be selected from a list of courses from various other programs. The Centre for Women's Studies in Education (CWSE) coordinates this Interdepartmental Research Area.

For more information see page 163 and/or contact:

Centre for Women's Studies in Education
Telephone: 416-923-6641, ext. 2204

Collaborative Graduate Degree Programs

Comparative, International and Development Education

Program Coordinator: Joseph P. Farrell
An integrated set of courses for students who wish to study teaching and learning, curriculum, or general education issues from a comparative or cross-cultural perspective is available in this Program. Students are able to draw upon the faculty and other resources of four of OISE/UT's five departments. Interested students should seek further information from Joseph P. Farrell. See also pages 156 - 159 for details on this Program.

Graduate Collaborative Program in Women's Studies (GCWS)

The departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Graduate Collaborative Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at New College and the Program advisor in the student's OISE/UT home department. Further information is available on page 160 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar***.

Educational Administration Program

Susan Padro, Ph.D. (Florida State)
Associate Professor and Program Coordinator
(educational systems planning/strategic planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

Stephen Anderson, Ph.D. (Toronto)
Associate Professor
(planned educational change; school improvement, initial and inservice teacher development; comparative and development education; program evaluation)

Nina Bascia, Ph.D. (Stanford)
Associate Professor and Chair
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Paul T. Begley, Ed.D. (Toronto)
Professor
(administrative values; performance appraisals; school improvement processes; leadership development)

C. Elizabeth Campbell, Ph.D. (Toronto)
Associate Professor
(ethics in education; moral dimensions of schools; qualitative research on educational policy and practice)

Amanda Datnow, Ph.D. (UCLA)
Assistant Professor
(school reform; educational policy analysis; equity; qualitative research methods; teachers' professional lives; gender and education)

Lorna M. Earl, Ph.D. (Western)
Associate Professor; cross-appointed to Curriculum, Teaching and Learning
(assessment reform - large scale and classroom; program evaluation; qualitative and quantitative research methods; linking research and practice)

Denis Haché, Ph.D. (Montreal)
Associate Professor
(professional development; strategic planning; school improvement; distance education; ethnolinguistic vitality)

Lynne Hannay, Ph.D. (Ohio State)
Professor; Head, OISE/UT Midwestern Centre, cross-appointed to Curriculum, Teaching and Learning
(curriculum processes; school-based curriculum development; professional development; action research)

Reva Joshee, Ph.D. (Univ. of British Columbia)
Assistant Professor
(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making)

Daniel W. Lang, Ph.D. (Toronto)
Professor
(finance and economics)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor and Associate Dean, Research
(educational leadership; administrative expertise; school and school system improvement)

Blair Mascall, Ph.D. (Toronto)
Assistant Professor, OISE/UT Midwestern Centre
(school change; large-scale educational reform)

John Portelli, Ph.D. (McGill)
Professor
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice.)

Cecilia Reynolds, Ph.D. (Toronto)
Associate Professor and Associate Dean, Academic Program
(women and school leadership; gender relations in educational organizations; single-sex schooling policies and practices; historical contexts and teacher's work; professionalism and novice teachers)

James J. Ryan, Ph.D. (Toronto)
Professor
(interpretive, critical and postmodern theories of organization and administration; qualitative and field research; leadership, diversity and inclusion)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor
(legal context of education)

Professors Emeriti

John E. Davis, Ph.D. (Toronto)
Edward S. Hickcox, Ed.D. (Cornell)
Stephen B. Lawton, Ph.D. (California at Berkeley)
Donald F. Musella, Ed.D. (State University of New York at Albany)
Richard G. Townsend, Ph.D. (Chicago)

Program Mission

The Educational Administration Program is devoted to the study and development of Policy, Leadership, Change, Social Diversity, and Ethics and Values in education. Students may choose to focus their attention on courses in one of these five research areas or to explore the field more broadly. Several degree and non-degree programs of study are offered to meet the diverse needs of practitioners and scholars of educational administration.

Certificate Programs

Non-degree certificate programs include:

Ontario Principal Certification Program

The Ontario Principal Certification program is offered through the Centre for the Study of Values and Leadership.

Further information is available from:

Vashty Hawkins
252 Bloor Street West, Room 6-123
Telephone: 416-923-6641 ext. 2721
E-mail: vhawkins@oise.utoronto.ca

Certificate in School Management Program

The Certificate in School Management program serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:
a) seven years' experience as a school business official or in some other aspect of school administration;
b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate in School Management program is operated entirely through the Educational Administration Program.

All correspondence and fees should be sent to:

Marion Morgan
Telephone: 416-923-6641 ext. 2472
E-mail: mmorgan@oise.utoronto.ca

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 2002/03, the full-time annual fee was $6,416.00 and the half-course fee was $962.40.

Certificate in School Management Program Requirements

The requirements consist of:
a) TPS1040 and TPS1041, which are strongly recommended as first courses;
b) two half-courses related to school board management, which normally include TPS1017;
c) two elective courses, normally in Educational Administration.

Students may begin the program of study in the second term of Summer Session (July/August) or the Fall Session or the Winter Session. If full-time, the requirements may be completed in the Fall and Winter Sessions (September to April). If part-time, the requirements may be completed through attendance in Fall, Winter and Summer Sessions.

Degrees

The M.Ed. and Ed.D. degree programs are designed to prepare practitioners for leadership careers at various levels. These degree programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

The M.A. and Ph.D. degree programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas in this applied field of study, and their research involves the application of ideas to practice. The M.A. appeals to those with an excellent academic background who want to continue to the Ph.D. The Ph.D. is especially of interest to those considering a career in the university or in research.

Master of Education

The M.Ed. degree program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Admission Requirements

In addition to the general requirements in the Minimum Admission and Degree Requirements section, pages 20 - 25, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

a) a four-year University of Toronto bachelor's degree, or its equivalent, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;
b) an interest in the study and practice of administration;
c) academic qualifications beyond the first degree;
d) two letters of reference (see Application Procedures section, page 27). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague.

Degree Requirements

There are two options (see below) within the M.Ed. degree program in Educational Administration for all students. Students who begin their program of study in the 2002/03 academic year or later must meet the following requirements:

Option II which is comprised of:
a) Three required courses

TPS1003	Conducting Research in Educational Administration
TPS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
TPS1041	Educational Administration II: Social and Policy Contexts of Schooling

NOTE: TPS1040 and TPS1041 should preferably be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program of study. TPS1004 is strongly recommended and should be taken at the beginning of the program.

b) five other half-courses, of which at least three must be in Educational Administration. Students may choose to focus on one of the five research areas: Policy, Leadership, Change, Social Diversity, or Ethics and Values;
c) a Major Research Paper (MRP) to be carried out under the guidance of a faculty member.

OR

Option III which is comprised of:
a) Three required courses

TPS1003	Conducting Research in Educational Administration
TPS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
TPS1041	Educational Administration II: Social and Policy Contexts of Schooling

NOTE: TPS1040 and TPS1041 should preferably be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program of study. TPS1004 is strongly recommended and should be taken at the beginning of the program.

b) three other half-courses, of which at least one must be in Educational Administration. Students may choose to focus on one of the five research areas: Policy, Leadership, Change, Social Diversity, or Ethics and Values
c) a comprehensive thesis, to be developed under the guidance of a faculty member.

Students contemplating applying to a doctoral program of study which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The M.Ed. degree may be pursued either part-time or full-time. After completing course requirements, students must continue to enrol until theses or MRPs are approved. The Department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements.

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may begin their program of study in the second term of Summer Session (July/August) or in the Fall Session or the Winter Session.

Off-Campus and Distance Education Courses - (M.Ed. and Certificate students)

Some sections of existing courses are offered off-campus and by computer conferencing in order to make them available to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular on-campus courses. Information materials for both off-campus and on-campus courses will be available from the Registrar's Office, Graduate Studies

Registration Unit in March. New applicants should apply by December 2, 2003.

Further information is available from:

Susan Padro, Program Coordinator
Telephone: 416-923-6641 ext. 2651
E-mail: spadro@oise.utoronto.ca

Doctor of Education

The Ed.D. degree program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies and for academic positions in universities and colleges. The program of study is designed to satisfy the needs of practicing and aspiring educational administrators and academics who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program of study is flexibly designed and involves numerous collaborative experiences among faculty members, students and administrators. The Ed.D. can be taken on a part-time basis. Every effort will be made to ensure that courses are scheduled to accommodate students who are working full-time.

Admission Requirements

In addition to the general requirements given in the Minimum Admission and Degree Requirements section, pages 20 - 25, the Educational Administration Program specifies the following:

a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.
b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant must secure from a senior administrator under whom the applicant has worked, commenting on the applicant's achievement in identifying and solving educational problems; ability to work with people; leadership style; awareness of current social and educational issues.
c) The applicant must also furnish at least one letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement.

Degree Requirements

The Ed.D. degree program is organized into six complementary components:

a) Ed.D. core seminars, which consist of two half-courses (TPS3040 and TPS3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations;
b) two of the following three half-courses or their equivalent: TPS3042, TPS3043, or TPS3044. (TPS3044 is strongly recommended. Only an internship/practicum taken for credit at another university would be considered equivalent);
c) two further courses in Educational Administration at the 3000 level. Students may choose to focus on one of the five research areas: Policy, Leadership, Change, Social Diversity, or Ethics and Values
d) elective courses: two are required, although more may be taken. It is suggested that at least one elective be taken outside of the Educational Administrative Program;
e) a comprehensive examination and a thesis proposal hearing;
f) a doctoral thesis.

A student's program of study will normally begin in the Fall Session. Students are strongly encouraged to enroll in courses in sequence to capitalize on the benefits of a student cohort. The internship/practicum, if selected, would normally be undertaken in the first term of the Summer Session (May/June); however, it can also be undertaken at other times. Successful applicants are encouraged to begin the program of study on a full-time basis.

Candidates are responsible for meeting all of the degree requirements as outlined in this ***Bulletin***, unless changes are approved in writing by the Ed.D. Program Coordinator.

Further information is available from:

Jim Ryan - Ed.D. Program Coordinator
Telephone: 416-923-6641 ext. 2438
E-mail: jryan@oise.utoronto.ca

Master of Arts and Doctor of Philosophy

The M.A./Ph.D. degree program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as a means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. degree program.

Applicants to the degree program must include with their application, a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the M.A./Ph.D. degree program would help in the attainment of future career goals.

Upon entry, the M.A./Ph.D. admissions committee will assign an advisor to assist the student in designing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of an advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this ***Bulletin***, applicants should contact the M.A./Ph.D. Program Coordinator in the TPS Department.

Admission Requirements

Admission to the M.A. degree program requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program of study, completed with the equivalent of a University of Toronto **B+** standing in the final year (see the Minimum Admission and Degree Requirements section, pages 20 - 25). The M.A. program of study consists of eight half-courses and a thesis. Additional courses may be required of some applicants. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. degree program requires prior completion of the University of Toronto M.A. degree or its equivalent, with standing equivalent to a University of Toronto **A-**. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A./Ph.D. admissions committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. degree program for those who have completed an M.A. within the Department, is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission and degree requirements for M.A. and Ph.D. degree programs are set out in the Minimum Admission and Degree Requirements section, pages 20 - 25.

Degree Requirements

✦ Master of Arts

At least half of the required courses for an M.A. degree program must be completed in the Educational Administration Program. The remaining courses may be selected from those offered in the Department, in other departments of OISE/UT, or in other graduate departments of the University of Toronto. Students are required to take the following courses: TPS1003, TPS1004 and TPS1040. TPS1041 is strongly recommended. Normally the courses chosen for the M.A. program of study will be at the 1000 level.

✦ Doctor of Philosophy

The Ph.D. degree program is comprised of at least six new half-courses, four of which normally must be TPS3040, TPS3042, TPS3043, and one elective advanced-level (3000) course in Educational Administration. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program of study meets the departmental requirements. Students are encouraged, but not required, to concentrate course selection on one of the five research areas: Policy, Leadership, Change, Social Diversity, or Ethics and Values. Any deviation from the program of study described above must be approved in writing by the M.A./Ph.D. Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination and a thesis proposal hearing. A thesis is required.

Further information is available from:

Paul Begley: Ph.D. Program Coordinator
Telephone: 416-923-6641, ext. 2406
E-mail: pbegley@oise.utoronto.ca

Departmental Research Areas

Educational Administration students are encouraged to concentrate elective coursework in one of five research areas: Policy, Leadership, Change, Social Diversity, or Ethics and Values.

Policy

TPS1005	The Computer in Educational Administration
TPS1017	Educational Finance and Economics
TPS1018	Political Skill in the Education Arena
TPS1024	Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies
TPS1027	The Search for Educational Quality and Excellence in a Global Economy
TPS1027	La recherch de la qualite et de l'excellence en education dans le contexte de l'economie globale
TPS1028	Policy Delivery in Schools
TPS1030	The Legal Context of Education
TPS1036	Planning in Educational Organizations
TPS1045	Language Policy Across the Curriculum
TPS3018	Governing Education: A Seminar on Politics
TPS3030	Advanced Legal Issues in Education
TPS3037	Strategic Planning in Educational Organizations
TPS3045	Educational Policy and Program Evaluation

Leadership

TPS1016	School Program Development and Implementation
TPS1026	Evaluation of Professional Personnel in Education
TPS1042	Educational Leadership and Cultural Diversity
TPS1047	Managing Changes in Classroom Practice
TPS1048	Educational Leadership and School Improvement
TPS3025	Personal and Professional Values of Educational Leadership
TPS3046	Gender Issues on Educational Leadership
TPS3047	Research Seminar on Leadership and Educational Change

Change

TPS1012	Organizational Culture and Decision-Making
TPS1020	Teachers and Educational Change
TPS1025	School Effectiveness and School Improvement
TPS1036	Planning in Educational Organizations
TPS1047	Managing Changes in Classroom Practice
TPS1048	Educational Leadership and School Improvement
TPS3020	Educational Change in the Postmodern Age
TPS3037	Strategic Planning in Educational Organizations
TPS3047	Research Seminar on Leadership and Educational Change

Social Diversity

TPS1019	Diversity and the Ethics of Educational Administration
TPS1042	Educational Leadership and Cultural Diversity
TPS1045	Language Policy Across the Curriculum
TPS3046	Gender Issues on Educational Leadership
TPS3055	Democratic Values, Student Engagement and Democratic Leadership

Ethics and Values

TPS1019	Diversity and the Ethics of Educational Administration
TPS1030	The Legal Context of Education
TPS1048	Educational Leadership and School Improvement
TPS3021	Professional Ethics of Teaching and Schooling
TPS3025	Personal and Professional Values of Educational Leadership
TPS3030	Advanced Legal Issues in Education

Courses

The following list demonstrates the range of courses offered within the Educational Administration Program. Not all of the courses listed are offered in any given year. A course is identified with the Educational Administration Program when the course prefix is TPS and the first two digits in the course number are 10 or 30.

TPS1003H Conducting Research in Educational Administration

A seminar examining the strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, conducting research and writing reports in educational administration. During this course the student will prepare the proposal for their Major Research Paper.
NOTE: All master's candidates are strongly recommended to take this course towards the end of their program.
D. Hache, S. Padro, J.J. Ryan and L. Earl

TPS1004H Research Literacy in Educational Administration

The goals of this course are to provide students with an introduction to the purposes of research in educational administration and to assist students in learning how to obtain, evaluate, interpret, and use research in their work as educators and in their graduate studies. Possible topics include: overview of different research paradigms and research strategies used in studies of policy, leadership, and change; how to critically analyze the strengths and weakness of research; how to conduct a review of literature and build a bibliography; dissemination of research; the connections between research, policy, and practice; the role of research and evaluation departments; leadership roles in sponsoring, directing, using, and communicating research.
NOTE: All master's candidates are strongly recommended to take this course at the beginning of their programs.
S. Padro and A. Datnow

TPS1005H The Computer in Educational Administration

No computer experience required. Introduction to computers in education from an administrative perspective. Topics include issues related to policy, planning and implementation of information technology in educational settings; impact of computer technology on educational organizations and culture; and implications for staff development and curriculum delivery. Current applications of computers at the school, board and Ministry as well as post-secondary levels are presented.
S. Padro

TPS1012H Organizational Culture and Decision-Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.
Staff

TPS1016H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario, Canada and internationally, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
S. Anderson

TPS1017H Educational Finance and Economics

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.
D. W. Lang

TPS1018H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighbourhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.
Staff

TPS1019H Diversity and the Ethics of Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.
J. Portelli

TPS1020H Teachers and Educational Change

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.

N. Bascia

TPS1023H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyze interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviours, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.

Staff

TPS1024H Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies

A philosophical inquiry of issues that arise in educational administration and policy studies. Examples of issues include: Differing conceptions of administration and leadership; power and authority in education; the role of critical thinking; standards and diversity; bias in schools; censorship and controversial issues; the role of schooling in a pluralistic society; indoctrination and parental rights; common and separate schools. Case studies will be used to encourage students apply differing philosophical stances to practical situations.

J. Portelli

TPS1025H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.

Staff

TPS1026H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.

P.T. Begley

TPS1027H La recherche de la qualité et de l'excellence en éducation dans le contexte de l'économie globale

La globalisation de l'économie, les nouvelles technologies, le scepticisme du public à l'égard de l'éducation et les réformes éductionnelles ratées des dernières décennies servent de base pour une analyze critique des nouvelles réformes émergentes, tels que, les écoles entrepreneuriales, les écoles à chartes, le système de bons scolaires, la privatisation, le partenariat école-entreprise, les conseils d'écoles et la qualité totale. Ce cours fait aussi l'analyse de l'impact de telles réformes sur la société, l'école et le curriculum.

D. Haché

TPS1027H The Search for Educational Quality and Excellence in a Global Economy

The global economy and its new technologies, public skepticism towards education and the failed systemic educational reforms of the past decades will serve as a background for a critical review of emerging new reform initiatives such as, entrepreneurial schools, charter schools, voucher schools, privatization, business-education partnership, school councils, and Total Quality Management. This course will also analyze the impact of such initiatives on society, school and curriculum.

D. Haché

TPS1028H Policy Delivery and Schools

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.

N. Bascia

TPS1029H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.

Staff

TPS1030H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, and student discipline and the Young Offenders Act and Zero Tolerance.

M.A. Zuker

TPS1036H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. A variety of current approaches and paradigms of educational planning are examined in local, Canadian and international contexts. Theories and processes of planning are addressed, including corporate and institutional

planning, strategic planning, long-term planning, operational planning and site-based planning. Topics include the relationship of educational planning to areas such as: organizational change, leadership and culture.
S. Padro

TPS1040H Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change

This course provides an introduction to educational policy, leadership and change in general and to this program in particular by focusing on foundational concepts and theories significant to the understanding of education and educational administration. It offers a critical examination of a wide range of topics central to educational administration, educational policy, leadership and change, such as organization, community, power, authority, change, difference, leadership, and values. This examination will take into account major historical developments in the field as well as differing theoretical stances or paradigms, such as positivism, functionalism, interpretivism, critical pedagogy, feminism, post-structuralism and post-modernism. The course will help students understand how to use theory to make sense of educational practice in productive ways.
NOTE: All master's candidates are strongly recommended to take TPS1040 as the first course in their program and before taking TPS1041.
P.T. Begley, J.J. Ryan, J. Portelli and staff

TPS1041H Educational Administration II: Social and Policy Contexts of Schooling

This course will focus on the social and policy contexts in which elementary and secondary educators work. Students will be exposed to a variety of issues related to schooling in a diverse and complex environment such as: differing purposes, philosophies, and values of education; multiculturalism and social justice; equity issues related to race, class, gender, and language; parental influences on schooling; the relationship of schooling to the labor market and the economy; choice of school and program; decentralization and centralization; standards and accountability; educational finance; school reform; educational and non-educational pressure groups and stakeholders. Through an exploration of these or related topics, this course will help students to continue to develop their understanding of different paradigms and methods used in research in educational administration, leadership, policy and change.
NOTE: All master's candidates are strongly recommended to take TPS1041 as their second course after completing TPS1040.
P.T. Begley, E. Campbell, S. Padro, J.J. Ryan and staff

TPS1042H Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyze and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.
J.J. Ryan

TPS1045H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.
Staff

TPS1047H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.
Staff

TPS1048H Educational Leadership and School Improvement

A companion course to 1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.
P.T. Begley

TPS1052H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

TPS3017H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education.
Prerequisite: 1017H or permission of instructor.
Staff

TPS3018H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
Staff

TPS3020H Educational Change in the Postmodern Age

This course examines the social forces that are driving educational change in the postmodern age, and their impact upon both the substance, process and outcomes of educational change efforts. The course will investigate how students' identities, teachers' work and approaches to leadership are affected by these forces of change, along with the major change strategies that are being adopted to respond to them.
N. Bascia

TPS3021H Professional Ethics of Teaching and Schooling

Current educational literature reflects increasing attention to the practical and philosophical significance of ethical decision-making as a central aspect of the professionalism and accountability of educators in their role as "moral agents." This course will examine, through in part the use of case studies, ethical dilemmas, conflicts, and controversial issues that arise within the overall context of the school and education more broadly. It will raise questions about ethical concerns that occur as a result of educators' daily work with students, colleagues, parents, and others. The course will consider the nature of professional ethics in education and associated concepts of the moral climate of schools. It will explore theoretical and practical knowledge in the field of applied educational ethics and the moral/ethical dimensions of teaching and schooling.
E. Campbell

TPS3022H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.
J.J. Ryan

TPS3024H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analyzed through practical study in the form of site visits, video case analysis, or sample participation in field exercises, through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.
Staff

TPS3025H Personal and Professional Values of Educational Leadership

This doctoral level course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective or meta values associated with organizations.
P. Begley and E. Campbell

TPS3028H Project Development Studies

This course is designed to assist doctoral students who are developing either project or dissertation proposals. Interaction between individual students and the instructor is regularly scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who are no longer in residence but who have not developed a thesis proposal.
Staff

TPS3029H Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

TPS3030H Advanced Legal Issues in Education

Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. Focus on current issues, legislative and common law precedents.
M. Zuker

TPS3037H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.
S. Padro

TPS3040H Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
J.J. Ryan and Staff

TPS3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.
NOTE: Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.
S. Padro, R. Joshee and Staff

TPS3042H Field Research in Educational Administration

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.
J.J. Ryan

TPS3043H Survey Research in Educational Administration

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method survey, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis (with a focus on using SPSS), the drawing of causal inferences, and presentation of results in a clear and effective manner.
Prerequisite: 1003H or CTL2004H or SES1902H or permission of the instructor.
L. Earl and S. Padro

TPS3044H Internship/Practicum in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship/practicum location. Placement and responsibilities relating to the internship/practicum are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
P.T. Begley

TPS3045H Educational Policy and Program Evaluation

This course provides a working understanding of the political processes of policy formation, implementation and consequences, as well as program evaluation processes and methods, interpretation, and utilization, emphasizing their role in educational practice and using specific educational issues, activities and actors to illustrate more broadly applicable concepts. The major project for the course will involve students' development of a piece of policy analysis or a program evaluation plan.
N. Bascia

TPS3046H Gender Issues on Educational Leaderships

This course examines gender issues and uses gender as a conceptual lens to explore policies, practices, relationships, and experiences in schools and other educational settings, with particular attention to implications for administration. Besides covering a broad range of educational issues and perspectives, this course focuses on gender rather broadly, considering the experiences of males as well as females, the impact of heterosexism on children and adults, and relationships between gender and other social characteristics such as race and ethnicity. Students are encouraged to bring in topics of particular interest and to use the course to explore practical problems and issues.
N. Bascia

TPS3047H Research Seminar on Leadership and Educational Change

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.
Staff

TPS3052H Individual Reading and Research in Educational Administration: Doctoral Level

Description as for 1052H.
Staff

TPS3055H Democratic Values, Student Engagement, and Democratic Leadership

An examination and application of democratic values to issues of student engagement and leadership. The course will explore the relationship between student engagement and critical-democratic leadership, and the implications that arise for educational administration and curriculum from the nature of this relationship. This course should be of interest to both teachers and administrators.
J. Portelli

JCT2000H Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable.
NOTE: This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS
L. Earl and R. Wolfe

JCT2001H Using Classroom Assessment to Enhance Student Learning

This course will focus on theory, research and practice connecting classroom assessment to student learning. It will include 1) understanding a variety of classroom assessment strategies; 2) identify learning expectations and indicators; 3) matching assessment to expectations; 4) assessing students' work and 5) using feedback strategies for learning.
L. Earl and R. Childs

JCT2800H Advanced Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable. **NOTE:** This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS
L. Earl and R. Wolfe

Higher Education Program

Glen A. Jones, Ph.D. (Toronto)
Program Coordinator and Associate Professor
(systems and politics of higher education in Canada)

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed from Sociology and Equity Studies in Education
(faculty and students in higher education)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor
(comparative higher education; international academic relations; higher education in Asia)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor and Vice-President, Human Resources, University of Toronto
(learning and learning systems in higher education; continuing education; access and equity issues in higher education; human resource issues in higher education)

Berta Vigil Laden, Ph.D. (Stanford)
Associate Professor
(higher education access and equity for students; faculty; organizational governance and structures; community colleges; student development; qualitative research theory and methods)

Daniel W. Lang, Ph.D. (Toronto)
Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Jamie-Lynn Magnusson, Ph.D. (Manitoba)
Associate Professor
(higher education teaching, learning; critical pedagogy; inquiry methods; cognition; motivation; assessment)

Linda Muzzin, Ph.D. (McMaster)
Associate Professor, cross-appointed to Public Health Sciences, University of Toronto
(professional education; sociology of the professions; knowledge production; research theory and methods)

Roxana Ng, Ph.D. (Toronto)
Associate Professor, cross-appointed from Adult Education and Counselling Psychology
(feminist, anti-racist and anti-colonial studies; immigrant women and globalization; health, body and embodied learning; social movement learning; integrative approaches to equity in education; qualitative methods, especially feminist research and institutional ethnography)

Charles Pascal, Ph.D. (Michigan)
Executive Director, Atkinson Charitable Foundation
(policy and higher education; leadership, organizational development and higher education)

Saeed Quazi, Dip.T. & R.P. (Toronto)
Associate Professor
(strategic and long-range planning at the system and institution levels; university and college administration; human resource planning and forecasting)

Michael L. Skolnik, B.Phil. (Oxford)
Professor, William G. Davis Chair in Community College Leadership, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education systems; the university and society; higher education policy)

David Wilson, Ph.D. (Syracuse)
Professor; cross-appointed from the Department of Curriculum, Teaching and Learning
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor
(the law and higher education)

Professor Emeritus

Cicely Watson, Ph.D. (Harvard)

Associated Instructors

Zubin Austin, Ph.D. (Toronto)
Assistant Professor, Faculty of Pharmacy
(learning and development in the health professions)

Paul Axelrod, Ph.D. (York)
Professor and Dean, Faculty of Education,
York University
(history of higher education in Canada)

Helen P. Batty, M.D. M.Ed. (Toronto)
Associate Professor, Department of Family and Community Medicine, University of Toronto
(faculty development; instructional development; clinical professional education)

Stephen Bell, Ph.D. (Toronto)
Executive Officer, Faculty of Liberal and Professional Studies, York University
(college and university management; enrolment planning and management; college-university linkages; institutional research)

P. Niall Byrne, Ph.D. (Toronto)
Professor, Faculty of Medicine,
University of Toronto
(medical education systems planning)

Michael Cusimano, Ph.D. (Toronto)
Assistant Professor, Department of Surgery, University of Toronto
(measurement of clinical competence)

Roy F. Giroux, Ph.D. (Wayne State)
Vice President - Emeritus, Humber College of Applied Arts and Technology
(administration of the community college; the community college; student development; leadership)

Stanley John Hamstra, Ph.D. (York)
Director, Office of Surgical Education,
University of Toronto
(medical education; surgical skills curriculum)

Michael J. Hatton, Ph.D. (Toronto)
Assistant Principal, Humber College of Applied Arts and Technology
(the community college)

Robert Hilliard, Ed.D. (Toronto)
Professor, Paediatrics, Hospital for Sick Children and the University of Toronto
(professional development)

Lorelei Lingard, Ph.D. (Simon Fraser)
Assistant Professor, Paediatrics, Hospital for Sick Children and the University of Toronto
(communication in health professional settings; qualitative research methods)

Geoffrey Norman, Ph.D. (McMaster)
Professor, cross-appointed from the Department of Clinical Epidemiology and Biostatistics, McMaster University
(problem-based learning and educational measurement)

Terry O'Banion, Ph.D. (Florida State)
President Emeritus, League for Innovation in the Community College
(community college leadership)

Julia Pan, Ph.D. (Toronto)
Senior Research Officer
(comparative higher education)

Peeter Poldre, Ed.D. (Toronto)
Associate Professor, Department of Medicine, University of Toronto
(medical education)

J. Robert S. Prichard, LL.M. (Yale)
Professor of Law, University of Toronto
(Canadian higher education; public policy formation)

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto
(cognitive theory in medical education)

Richard K. Reznick, M.Ed. (Southern Illinois)
Associate Professor, Faculty of Medicine, University of Toronto
(medical education)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

Degrees

Master of Education

The Higher Education Program offers an M.Ed. in Higher Education as well as an M.Ed. in Health Professional Education. The programs can be completed on either a full-time or part-time basis. Students in the M.Ed. in Higher Education are required to pursue the M.Ed. **Option I** program of study and students in the M.Ed. in Health Professional Education will normally register in the M.Ed. **Option II** program of study. Professor Linda Muzzin can provide more information on the M.Ed. in Health Professional Education.

Degree Requirements:

Option I (M.Ed. in Higher Education)

a) The full course, TPS1803Y - Recurring Issues in Postsecondary Education
b) eight half-courses, of which at least three must be in Higher Education
c) a written comprehensive examination

Option II (M.Ed. in Health Professional Education)

a) The full course, TPS1803Y - Recurring Issues in Postsecondary Education
b) six half-courses, of which at least two must be courses in the Health Profession Education Field and two must be courses in general Higher Education;
c) a research project (Masters Research Paper)
d) a written comprehensive examination

Master of Arts

The requirements for the M.A. degree program can be completed on either a full-time or part-time basis. While all students must take one full-year core course, there is considerable freedom to create an individualized program of study under the supervision of a faculty advisor. All students also have the opportunity to take some courses in other graduate departments within OISE/UT and the University of Toronto.

Degree Requirements:

a) The full course, TPS1803Y - Recurring Issues in Postsecondary Education
b) six half-courses, of which at least three must be in Higher Education
c) a thesis
d) a written comprehensive examination

Off-Campus and Distance Education Courses

Some sections of existing courses are offered off-campus and by computer conferencing in order to make them available to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular on-campus courses. Information materials for both off-campus and on-campus courses will be available from the Registrar's Office, Graduate Studies Registration Unit in March. New applicants should apply by December 1, 2003.

Doctor of Education

The Ed.D. degree program may be taken full-time or part-time.

Degree Requirements

a) a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A. degree. Normally they would include:
  - the full course TPS1803Y - Recurring Issues in Postsecondary Education
  - at least three half-course equivalents in Higher Education
  - a half-course in research methodology approved by the faculty advisor

b) a written comprehensive examination and a doctoral specialization examination
c) a thesis reporting the results of original research.

Community College Leaders Research Area

In 1998, the Doctor of Education in Higher Education for Community College Leaders was initiated. The admission and degree requirements for the Community College Leaders research area are generally the same as for the regular Ed.D. degree program. The main differences are:

a) the Community College Leaders research area is focussed on the study of community colleges
b) is delivered in a cohort format
c) requires two consecutive Summer Sessions of full-time attendance.

For more information about the Community College Leaders research area, contact:

Michael Skolnik, Theory and Policy Studies in Education
Email: mskolnik@oise.utoronto.ca
OR
Roy F. Giroux, Humber College
Telephone: 416-675-6622 ext. 4483

Doctor of Philosophy

The Ph.D. degree program is taken on a full-time basis. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required.

Degree Requirements

a) a minimum of six half-courses beyond the M.A. or M.Ed. degree in Higher Education. Normally these would include:
  - four half-courses in Higher Education including the full course TPS1803Y - Recurring Issues in Postsecondary Education (unless exemtion is granted for prior study) as well as a half-course in research methodology approved by the faculty advisor
  - two half-courses that may be selected from this Program, or from any department of OISE/UT, or from another graduate department of the University of Toronto, with the approval of the faculty advisor.

b) a written comprehensive examination and a doctoral specialization examination;
c) a thesis reporting the results of original research.

Further information is available from:

Glen Jones, Program Coordinator
Telephone: 416-923-6641 ext. 2236
E-mail: gjones@oise.utoronto.ca

Courses

The following list demonstrates the range of courses offered within the Higher Education Program. Not all of the courses listed are offered in any given year.

TPS1801H The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.
Staff

TPS1803Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

TPS1804H Issues in Medical/Health Professional Education

This course is intended to enable students to identify and analyze major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.
Staff

TPS1805H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name "community college". Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.
Staff

TPS1806H Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
G.A. Jones

TPS1807H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analyzed and compared with counterpart activities in other jurisdictions of Canada and the United States.
NOTE: This course has a systems focus which complements TPS1811H which has an institutional focus.
S. Quazi and D.W. Lang

TPS1808H Research in Health Professional Education

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects.
NOTE: The course is designed for students enrolled in the M.Ed. specialization in health professional education.
Staff

TPS1809H Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.
D.W. Lang

TPS1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are amongst the methods that will be presented.
A. Rothman

TPS1811H Institutional Research and Planning

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level.
NOTE: This course with an institutional focus complements 1807H, which has a systems focus.
D.W. Lang

TPS1812H Education and the Professions

This course reviews theoretical debates regarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include the implications of globalization of the professions, diversity in the professions and the "entrepreneural university" and the professions. Perspectives of practitioners as well as faculty teaching in the professions are considered.
L. Muzzin

TPS1813H Issues in Cognitive and Educational Psychology: Implications for Health Professional Education

This seminar course addresses a number of findings and theories in cognitive and educational psychology that are relevant to health professional education. Topics include theories of expert skills such as classification, problem solving, decision making, and technical expertise, as well as theories of expert development and their applications to health professional education. The course is designed around readings from the cognitive and educational psychology literature and relevant readings from the health professional education literature.
G. Regehr

TPS1814H Curriculum in Institutions of Higher Education

This course examines the logic and current practices related to curriculum design in postsecondary educational institutions.
J.L. Magnusson

TPS1815H Teaching in Institutions of Higher Education

This course examines the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
Staff

TPS1817H Nurturing Professional Education

This course begins with the contemporary critique of professional education as ivory towerish, reductionist, exclusionary and monocultural and examines proposals for more practice-based, holistic, inclusionary and emancipatory approaches. Proposals for revitalizing professional education in the new millennium have emerged from a variety of theoretical orientations, including social psychological, critical, postcolonial and poststructural. In this course, we will focus on the writings of Freire, Bertell, Schon, Noddings, Nightingale, Watson, Shiva, Harding, Haraway and Smith.
L. Muzzin

TPS1818H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
R.G. Tiberius

TPS1819H Governance in Higher Education

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.
M.L. Skolnik

TPS1820H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session OISE/UT course schedules.
Staff

TPS1821H Institutional Differentiation in Postsecondary Education

This course will examine the nature of institutional differentiation in postsecondary education, theories which have been advanced to explain observed trends and patterns in institutional differentiation, and policy implications. Particular attention will be given to the following distinctions: degree and non-degree; public and private; comprehensive and special mission; education sector and non-education sector; traditional and nontraditional; and teaching centered and learning centered. The course will look also at comparative study of institutions as an analytical tool in the study of postsecondary education.
M.L. Skolnik

TPS1822H The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.
Staff

TPS1824H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications", facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.
S. Quazi and D.N. Wilson

TPS1825H Comparative Higher Education: Part I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are the purpose of comparative education, differing views of social change, comparison, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.
Staff

TPS1826H Comparative Higher Education: Part II

This course is a continuation of 1825F, with a special emphasis on the application of comparative theory to the study of higher education in different types of societies. It also provides for a critical discussion of the specific literature on comparative higher education coming from disciplines such as history, sociology, and anthropology. Themes of interest include historical traditions of higher education and their transformation, gender in higher education, curricular patterns across different societies, and the relation of higher education to the state.
Staff

TPS1827H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.
G.A. Jones

TPS1828H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.
J.L. Magnusson

PS1829H Higher Technological Education and raining: A Comparative Perspective

his course will examine post-secondary Technical, Vocational nd Technological Education from a comparative perspective. omparisons will be made between educational and training ystems in industrialized, newly-industrializing, and developing ations in order to discover patterns, similarities and differences.
.N. Wilson

PS1830H Systematic Educational Planning for he Health Professions: Part One: Overview

his course introduces a systematic approach to planning, nplementing, and evaluating programs in health professional ducation. Assessment of learning needs, setting learning bjectives, selecting learning methods and evaluating student erformance and the program are stressed, as are the goals of aximizing student learning and implementing change. Self-nstructional modules, home assignments, application to a ersonal project and small group peer discussion are used to meet ourse objectives.
taff

PS1831H Systematic Educational Planning for he Health Professions: Part Two - Further evelopment

his course is a continuation of Part One. It builds on the ystematic educational planning model introduced in Part One. tudents have the opportunity for more in-depth study of concepts elated to implementing curricular reform in the health rofessions, specifically in the area of selection and development f learning methods to improve learning outcomes, and on evelopment of valid student and program evaluation methods. urther development of a major educational project is once again focal point, along with facilitated discussion and study using elf-instructional modules and supplementary resources.
taff

TPS1840H Economics of Higher Education

An examination of the economic aspects of higher education at he system and institutional levels, including consideration of the conomic value of higher education and the contribution of higher ducation to the economy. The course will address the variety of vays in which the concepts and methodologies of economics can e applied to resource allocation and other policy decisions in igher education.
taff

TPS1841H Public Finance and Higher Education

Public finance will be used as the frame of reference for studying fficiency, equity, accountability and stabilization aspects of olicy for public education. Attention will be paid to policy ssues at the institutional, municipal, provincial, and national evels. After presenting theories of planning and resource llocation in the public sector, the course will illustrate them hrough particular case studies.
D.W. Lang

TPS1842H Higher Education and the Labor Market

An examination of the interaction between higher education nstitutions and the labor market, with particular emphasis on the uman resources aspects of planning in higher education.
Staff

TPS1843H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M.A. Zuker

TPS1852H Individual Reading and Research in Higher Education: Master's Level

Individual Reading and Research courses are taken as specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

TPS3806H Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.
Staff

TPS3807H The University Under Communism

This course explores facets of the role of the university within communist societies. It begins with a focus on the contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral part of their knowledge system.
R.E.S. Hayhoe

TPS3810H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.
R.E.S. Hayhoe

TPS3820H Special Topics in Higher Education: Doctoral Level

Description as for TPS 1820H.
Staff

TPS3852H Individual Reading and Research in Higher Education: Doctoral Level

Description as for TPS 1852H.
Staff

Other courses accepted for credit

(For descriptions, see relevant department course listings)

NOTE: The following courses are accepted for credit in Higher Education:

AEC1114	Comparative and International Perspectives in Adult Education
AEC1146	Women, Globalization and Citizenship
AEC1173	Creativity and Wellness: Learning to Thrive
AEC1181	Embodied Learning and Qi Gong
AEC3104	Political Economy of Adult Education in Global Perspectives
AEC3140	Post-Colonial Relations and Transformative Education
AEC3173	Effecting Change: Creating Wellness
AEC3211	Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
SES3932	Contemporary Perspectives on Women and Higher Education

NOTE: Higher Education students may choose one of the following courses to fulfill their methods requirement for the doctorate:

Adult Education and Counselling Psychology

AEC1145	Participatory Research in the Community and the Workplace

Curriculum, Teaching and Learning

CTL1108	The Phenomenological Curriculum
CTL1112	Interpretive Research Methods in Holistic and Aesthetic Education
CTL1306	Qualitative Research Methods in Education: Concepts and Methods
CTL1804	The Linguistic Analysis of Interaction in Educational Settings
CTL1861	Critical Ethnography
CTL2808	Intermediate Statistics and Research Design
CTL4801	Narrative and Story in Research and Professional Practice
CTL4802	Doctoral Seminar in Qualitative Research on Teaching

Human Development and Applied Psychology, OISE/UT:

HDP3201	Qualitative Research Methods in Human Development and Applied Psychology

Sociology and Equity Studies in Education, OISE/UT:

SES1905	Qualitative Approaches to Sociological Research in Education
SES3930	Advanced Seminar on Feminist Methodology and Education

Department of Public Health Sciences, University of Toronto:

CHL5111	Qualitative Research Methods
CHL5115	Topics in Qualitative Research

Faculty of Nursing, University of Toronto:

NUR1024	Qualitative Research: Foundations, Methods and Designs

History and Philosophy of Education Program

There are two Fields of Specialization within the History and Philosophy of Education Program:

- ✦ **History of Education**
- ✦ **Philosophy of Education**

Each field offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees

Interdepartmental Research Areas

Students may participate in the following Interdepartmental Research Areas:

- ✦ Gender Equity in Education (page 163)
- ✦ Transformative Learning (page 164)
- ✦ Women's Studies/Feminist Studies (pages 164 - 165)

Collaborative Graduate Degree Programs

Students may also enrol in the following collaborative programs which allow them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department and the collaborative program.

- ✦ Comparative, International and Development Education, (see pages 158 - 159)
- ✦ Graduate Collaborative Women's Studies (GCWS), (see page 160)

History of Education Field

David Levine, Ph.D. (Cambridge), Program Coordinator
Professor
(history of education with special reference to social modernization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; historiography of the history of education)

Cecilia Morgan, Ph.D. (Toronto)
Associate Professor and Associate Chair
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Ruth W. Sandwell, Ph.D. (Simon Fraser)
Assistant Professor
(history of education in rural Canada; history of the family; popular culture and education in Canada; material culture in the history of family education; historical consiousness in Canada)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(history of education in Canada; in Ontario; history of teachers; gender and the history of Canadian education)

Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

Professors Emeriti

Ruth Roach Pierson, Ph.D. (Yale)
Alison Prentice, Ph.D. (Toronto)
Stephen T. Rusak, Ph.D. (Alberta)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in the History of Education field of specialization. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed, which requires a major research paper/paper. Both the Ed.D. and Ph.D. have a minimum period of full-time study. The M.Ed. and M.A. may be pursued on a full- or part-time basis.

In addition to the Minimum Admission and Degree Requirements (see pages 20 - 25), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Master of Education

The M.Ed. degree in History of Education is pursued under **Option II** (eight half-courses plus a major research paper). (See the Minimum Admission and Degree Requirements section, pages 20 - 25, for admission and other degree requirements.) Students are expected to take at least four half-courses in History of Education, one of which must include TPS1460 (History and Educational Research).

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 20 - 25, for admission and degree requirements.) Applicants to this degree program are expected to have a clearly defined research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations other than History of Education in their master's degree are required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the History of Education M.Ed. or M.A.) consist of eight half-courses, a year of full-time study on campus and a thesis. Preferably, the required year of full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core requirements include two mandatory Ed.D. seminars (TPS3490 - Ed.D. Seminar in the History of Education: I, and TPS3491 - Ed.D. Seminar in the History of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

NOTE: All Ed.D. students who began their program of study after July 1, 1992, are required to take a comprehensive examination.

Master of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in history may be admitted to a one-year program of study comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among History of Education course offerings and those accepted for credit in this degree program. (See pages 150 - 152.)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to take some additional courses. They are encouraged to submit with their application, descriptions or outlines of courses that show substantive content. (See Minimum Admission and Degree Requirements section, pages 20 - 25 for admission and other degree requirements.)

Doctor of Philosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in History of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a six half-course (plus thesis) program of study. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will be required to establish equivalency with the OISE/UT master's degree program. Usually this entails the addition of courses beyond the minimum six half-courses required for the Ph.D. Applicants who have taken graduate courses with substantial history of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application. All Ph.D. candidates are required to write a comprehensive examination.

Core Course Requirements

Candidates for the M.A., Ed.D. and Ph.D. degrees with a specialization in History of Education are required to take TPS1419 unless it (or an equivalent) has been taken previously. Candidates for the M.Ed. degree with a specialization in History of Education are required to take TPS1460 (History and Educational Research).

Departmental Research Areas

To guide students in selecting their research areas of interest, the History of Education Field offers the following thematic foci:

Feminist Studies

SES1983 and TPS courses: 1412, 1418, 1421, 1426, 1430, 1488, 3417 and 3418 .

History of Women and the Family in Education

TPS courses: 1412, 1415, 1418, 1421, 1422, 1426, 1428, 1429, 3418, 3423.

Immigration, Ethnicity, and Multiculturalism in Education

TPS courses: 1415, 1421, 1424, 1428, 1429, 3428.

The Origins of Modern Schooling

TPS courses: 1400, 1401, 1403, 1405, 1415, 1420.

Theory and Practice of Schooling

TPS courses: 1400, 1401, 1403, 1405, 1407, 1408, 1460.

Courses

The following list demonstrates the range of courses offered within the History of Education field. Not all of the courses listed are offered in any given year.

A course is identified with History of Education when the prefix is TPS and the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs of study as well.

TPS1400H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.
D. Levine

TPS1401H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
H.M. Troper

TPS1403H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education". Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).
E.M. Smyth

TPS1405H History of Education and Film: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which cinema is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.
H.M. Troper & D. Levine

TPS1406H Sexuality and the History of Education

This course explores the history of identity and the politics of the body which have been central elements in socialization and education in all societies.
D. Levine

TPS1412H The History of Women and Higher Education

This course explores the growing historical literature on women and institutions of advanced education. Topics include: the nineteenth century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience of higher education in the twentieth century.
Staff

TPS1415H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
Staff

TPS1416H Ontario Education

This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.
E.M. Smyth

TPS1418H The Role of Education in Theories of Women's Emancipation: I

Feminist traditions, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the seventeenth century to the end of the nineteenth century.
Staff

TPS1419H Historiography and the History of Education

Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field is discussed with reference to the central problems of history of education.
NOTE: TPS1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the History of Education.
D. Levine

TPS1420H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

TPS1421H The History of Women and Education

An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
D. Levine and C. Morgan

TPS1422H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

TPS1424H Religion, Ideology, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H.M. Troper

TPS1425H Class Formation and Its Relation to the Schools

A review of selected topics and themes in the history of working people and the schools, drawn from the nineteenth and twentieth century British, Canadian, and American contexts. This course will examine areas such as working-class communities' relationships to schools, the moral regulation of working-class students, and the class position and identities of teachers. We will also explore alternative forms of working-class schooling, such as adult education, and themes in popular culture. We will also examine areas such as working-class households and communities and their relations to schools. The course will pay attention to the relation of gender to working-class culture and will draw upon new scholarship that examines the relation of working peoples to imperialism, ethnicity, and race.
C. Morgan

TPS1426H The History of Women and Education in Canada

An investigation of the history of women in Canada, stressing the political, economic, and social developments that formed the background to changing patterns in women's education and women's role in education.
C. Morgan

TPS1428H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H.M. Troper

TPS1429H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.
H.M. Troper

TPS1430H Gendered Colonialisms, Imperialisms and Nationalisms in History

Beginning with classic works in the field and advancing to more recent feminist and post-colonial texts, this course examines the work of gender and the role of women in the discourses of colonialism, imperialism, and nationalism, and the racisms they spawned, as articulated and deployed from the eighteenth to the twentieth century.
Staff

TPS1448H Popular Culture and the Social History of Education: II

This course examines a range of themes in the history of education and popular culture, drawn from the nineteenth and twentieth century British, Canadian, and American contexts. Topics that will be covered include the impact of the growth of literacy and the spread of the popular press, consumption and advertising, and commercial exhibitions and museums as sites of popular education. We will also explore the relationship of various levels of the state and of capitalism to popular culture and

the relation of "high" culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.
C. Morgan

TPS1452H Individual Reading and Research in the History of Education: Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1460H History and Educational Research

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the end of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.
Staff

TPS1461H Special Topics in History of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS3418H The Role of Education in Theories of Women's Emancipation: II

This course is designed as a follow-up to TPS 1418H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
Staff

TPS3423H Education and Family Life in the Modern World: II

This course is designed as a follow-up to TPS1422H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.
Prerequisite: TPS 1422H or permission of instructor.
D. Levine

TPS3428H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: TPS 1428H, TPS 1429H, or permission of instructor.
H.M Troper

TPS3452H Individual Reading and Research in the History of Education: Doctoral Level

Description as for TPS 1452H.
Staff

TPS3461H Special Topics in History of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3490H Ed.D. Seminar in the History of Education: 1

This is a required research seminar for Ed.D. candidates involving consideration of the problems of historical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3491H Ed.D. Seminar in the History of Education: II

See description for course TPS 3490H.
Staff

TPS3494H Doctoral Practicum in the History of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3495H Doctoral Practicum in the History of Education: II

See description for course TPS 3494H.
Staff

Other courses accepted for credit

The following courses are accepted for credit in the History of Education field. For descriptions, see relevant department course listings.

Higher Education

TPS1801H	The History of Higher Education in Canada: An Overview
TPS1820H	The section titled: The University in an International Context: Ethics, Human Rights, Politics
TPS1822H	The Idea of the University and the College

Sociology and Equity Studies in Education

SES1904H	Sociological Theory in Education
SES1983H	Gender and Historical Sociology

Philosophy of Education Field

Dwight Boyd, Ed.D. (Harvard)
Professor and Program Coordinator
(ethical issues in education; philosophical issues related to gender, culture and race in education; critical social philosophy of education; moral education)

Maureen Ford, Ph.D. (Toronto)
Assistant Professor
(poststructuralist and postmodern philosophies of education; discourse analysis of subjectivity; feminist pedagogy; gender analysis and critical theory)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(analysis of teaching; classroom epistemology; epistemology of subject matter; world views and teaching; pedagogical knowledge; teachers'professional development)

John Portelli, Ph.D. (McGill)
Professor
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice.)

Professors Emeriti

Deanne Bogdan, Ph.D. (Toronto)
Dieter Misgeld, Dr. Phil. (Heidelberg)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in the Philosophy of Education field of specialization. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners, while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed. which requires a major research project/paper. Both the Ed.D. and Ph.D. have a minimum period of full-time study. The M.Ed. and M.A. may be pursued on a full- or part-time basis.

In addition to the Minimum Admission and Degree Requirements (pages 20 - 25), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Master of Education

The M.Ed. degree in Philosophy of Education is pursued under **Option II** (eight half-courses plus a major research paper). (See the Minimum Admission and Degree Requirements section, pages 20 - 25 for admission and other degree requirements.) Students are expected to take at least four half-courses in Philosophy of Education.

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 20 - 25, for admission and degree requirements.) Applicants to this degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

Applicants with specializations in their master's degree other than Philosophy of Education may be required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the degree program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the Philosophy of Education M.Ed. or M.A. specialization) consist of eight half-courses (some or all of which may be taken part-time), a year of required full-time study on campus, and a thesis. Preferably, the year of required full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing. All Ed.D. students are required to take a comprehensive examination.

The core requirements include two mandatory Ed.D. seminars (TPS3480 - Ed.D. Seminar in the Philosophy of Education: I, and TPS3481 - Ed.D. Seminar in the Philosophy of Education: II), normally taken during the year of required full-time study and TPS1440 - An Introduction to Philosophy of Education, unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the Graduate Department of Philosophy, may upon approval be substituted for Philosophy of Education courses. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

Master of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in philosophy may be admitted to a degree program comprising six half-courses and a thesis. In this degree program, TPS1440 - An Introduction to the Philosophy of Education, is mandatory unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 154 - 157.)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to take some additional courses. They are encouraged to submit, with their application, descriptions or outlines of courses that show content related to philosophy. (See Minimum Admission and Degree Requirements section, pages 20 - 25 for admission and other degree requirements.)

Doctor of Philosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in Philosophy of Education or its equivalent (including a thesis or equivalent major research paper), may be admitted to a degree program comprising six half-courses and a thesis. In this degree program, TPS1440 - An Introduction to the Philosophy of Education, is mandatory unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 154 - 157.) If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in Philosophy of Education will be required to establish equivalency with the OISE/UT master's degree. Usually this entails the addition of courses beyond the minimum six half-courses required for the Ph.D.

Applicants who have taken graduate courses with substantial Philosophy of Education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

NOTE: All Ph.D. candidates are required to write a comprehensive examination.

Departmental Research Areas

To guide students in selecting their research areas of interest, Philosophy of Education offers the following thematic foci:

Feminist Studies

TPS courses: 1439, 1462, 1484, 1485, 3417

Human Rights, Politics, and Education

TPS courses: 1433, 1434, 1435, 1442, 1444, 1449, 1480

Morals/Values, Social Issues, and Education

TPS courses: 1433, 1434, 1435, 1436, 1439, 1441, 1442, 1444, 1447, 1449, 1451, 1485, 3441, 3443

Courses

The following list demonstrates the range of courses offered within the Philosophy of Education field. Not all of the courses listed are offered in any given year.

A course is identified with Philosophy of Education when the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

TPS1431H Theory of Knowledge in Educational Inquiry and Cognitive Science

This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers.
Prerequisite: Background in philosophy or psychology, plus permission of the instructor.
Staff

TPS1432H Knowledge, Mind, and Subjectivity

This course investigates knowledge, knowing, and knowing subjects as they are represented in modern and postmodern educational theory and practices. The course is designed to facilitate educators' self-reflection on questions of learning and teaching, constructions of knowledge and knowers, and the implications of power/knowledge. Selected topics include: the impact of constructivism on teaching; problems of epistemic dominance and marginalization (Whose knowledge counts?); and representations of learning (styles; ability/disability).
M. Ford

TPS1433H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
J. Portelli

TPS1434H Human Rights, Politics, and Education

This course examines human rights theory and practice with reference to major political, social, and educational issues in our times. The connections between human rights, democratic development, and education will be considered in an international context.
Staff

TPS1435H Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.
Staff

TPS1436H Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, and education regarding the meaning of modernity will be discussed. Theories of modernity and "post-modern" critiques of them will be reviewed. Experiences around the world of various types of crisis (human rights, ecological, cultural) may be considered.
Staff

TPS1437H Philosophical Aspects of the Development of Language and Thought

This is an interdisciplinary course that examines the philosophical underpinnings of competing theories about language learning, concept formation, and the relation between thinking and language. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.
Prerequisite: Some background in philosophy, psychology, or linguistics.
Staff

TPS1439H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.
D.R. Boyd

TPS1440H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education, focusing on four questions constituting the core of the field of study. These questions will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from both traditional representatives such as Aristotle, Plato, Locke, Rousseau, Kant, Dewey, Russell, and Whitehead, and more recent critical developments and "counterpoints" to the tradition.
M. Ford

TPS1441H Philosophical Dimensions of Moral Education

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of the teacher in moral education is emphasized and examined in light of interpretations within different approaches and as shaped by theoretical conceptions of the moral realm and views of the objectivity of value judgment. Issues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter theoretical problems.
D.R. Boyd

TPS1442H Cultural and Racial Difference in Education: Philosophical Perspectives

This course will focus on moral problems that arise when educators seek to address cultural and racial difference and to respect diversity. Such problems will be explored in the context of curriculum choices, teachers' integrity, cultural conflicts, race relations, and power differentials. Attention will be directed to underlying philosophical issues such as conceptions of the moral realm, moral certainty, the meaning and justification of valuing diversity, and indoctrination.
D.R. Boyd

TPS1444H Human Rights and Education in an International Context

How can education contribute to respect for human rights? Human rights violations occur around the world on an alarming scale, and there is need to search for an adequate response. The way in which education in various forms can contribute to finding it will be examined.
NOTE: This course has no prerequisites and is open to students not specializing in Philosophy of Education.
Staff

TPS1446H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
J. Portelli

TPS1447H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
Staff

TPS1449H The Theory of Law and the Teaching of Law in the Schools

The aim of this course is an examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
Staff

TPS1450H Philosophy of Science and Science Education

This course focuses on discussion of the development and growth of scientific concepts based on actual controversies in science. It is designed for science teachers interested in exploring alternative science curricula.
Staff

TPS1451H Theories of History and Social Inquiry in Education

This course consists of consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
Staff

TPS1453H Individual Reading and Research in the Philosophy of Education: Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1459H Creativity and Education

The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects of creativity in education will be dealt with and special focus will be placed on areas of student interest.
Staff

TPS1462H Women, Literature, and Education

This course focuses on several ways in which literature relates to women and education with an emphasis on feminist concerns pertaining to literary interpretation and pedagogy, the ethics of literary reading, and the relationship between educational goals and a feminist literary consciousness.
Staff

TPS1465H Special Topics in Philosophy of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS1471H Critical Issues in Education: Philosophical Perspectives

This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each session (examples are destreaming initiatives, court cases about teaching religion in schools, governance and control, and the development of the "common curriculum"), and an effort is made to have as guest speakers practitioners from the field who are actively dealing with the issue. The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyse some of the underlying philosophical questions.
J. Portelli

TPS1482H The Nature and Development of Religious Knowledge in Education

Amongst other issues, this course examines the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
Staff

TPS1484H Philosophy of Literature and Literature Education

This course examines the philosophical underpinnings of literature as a form of knowledge within classical literary criticism. Topics address the ontology of the literary work, the epistemology of literary response, aesthetic/moral/political implications of the relationship between text and reader, and applications to the classroom treatment of literary reading.
Staff

TPS1485H Literature and Values in Education

This course inquires into the complex relationship between literature and values, including the ethical dimension throughout literary criticism and a philosophical analysis of the educational value of literature. Topics include the justification for and censorship of literature, Northrop Frye's concept of the educated imagination and its critique from a feminist perspective.
Staff

TPS1487H Critical Discourses of Musical Experience and Education

This course inquires into ways of speaking about the educational value of musical experience as both a private act and a social and cultural phenomenon. Assuming no special musical expertise of its participants, it focuses on the musical reception of western art music from the perspective of the informed listener/audience as educator. It seeks to forge a critical discourse for exploring the ontological, psychological, ethical, social, and political dimensions of musical experience.
Staff

TPS1488H Feminist Theory, Musical Experience, and Music Education

This course addresses several topics in the application of feminist theory to the fields of musicology, musical reception, and music education.
Staff

TPS3417H Research Seminar in Feminist Criticism, and Pedagogy

This course provides a forum for students with some background in feminism, literature, literary theory, feminist/critical pedagogy, and creativity, who wish to pursue a research topic in depth. Students should have in mind a relevant topic when they register.
NOTE: Limited enrolment.
Staff

TPS3436H Aesthetics and Education

This course examines conceptions of aesthetic experience, education for aesthetic awareness, the educational value of art, performance theory and its relationship to the arts and education.
Staff

TPS3441H Research Seminar in Moral Education: Part I

This is an advanced seminar based on topics covered by TPS 1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
D.R. Boyd

TPS3443H Research Seminar in Moral Education: Part II

This is an advanced seminar based on topics covered by TPS1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
D.R. Boyd

TPS3447H Theories of Modernity and Education: 1

Theories of modernity and of societal and political modernization will be reviewed and their limits will be considered. Basic arguments will be derived from more recent traditions in social theory, such as Frankfurt school social theory, neopragmatism, Foucauldian postmodernism and from some examples of Third world thought, especially Latin American thought. All these theories will be addressed with reference to some features of J. Habermas' theory of democratic modernization.
Staff

TPS3452H Individual Reading and Research in the History of Education: Doctoral Level

Description as for TPS 1452H.
Staff

TPS3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Description as for TPS 1453H.
Staff

TPS3465H Special Topics in Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3480H Ed.D. Seminar in the Philosophy of Education: I

This is a required research seminar for Ed.D. candidates involving consideration of the problems of philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3481H Ed.D. Seminar in the Philosophy of Education: II

See description for course TPS3480H.
Staff

TPS3484H Doctoral Practicum in the Philosophy of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3485H Doctoral Practicum in the Philosophy of Education: II

See description for course TPS 3484H.
Staff

Other courses accepted for credit

The following courses are accepted for credit in Philosophy of Education. For descriptions, see relevant department course listings.

Curriculum, Teaching and Learning

CTL4008H	Knowing and Teaching

Theory and Policy Studies in Education (Educational Administration Program)

TPS1024H	Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies
TPS3055H	Democratic Values, Student Engagement and Policy Studies

Collaborative Graduate Degree Programs

Addiction Studies

The graduate units of Adult Education and Counselling Psychology; Anthropology; Biomedical Engineering; Criminology; Information Studies; Medical Science; Pharmaceutical Sciences; Pharmacology; Psychology; Public Health Sciences; Social Work; and Sociology, in collaboration with the Centre for Addiction and Mental Health, the Canadian Centre on Substance Abuse, and the Ontario Tobacco Research unit, participate in this collaborative program.

The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours.

Master's students are required to take PAS3700H – Multidisciplinary Aspects of Additions, plus a half-year course from a list of approved courses, or a directed reading course. Doctoral students are required to take PAS3700H – Multidisciplinary Aspects of Additions, if they have not already done so, plus one additional half-year course (not taken previously) from a list of approved courses, or a directed reading course. In addition, students must complete the degree requirements of their home department. For a list of approved courses please see the ***School of Graduate Studies Calendar***.

NOTE: Students who successfully complete the program will have noted on their transcripts completion of the "Collaborative Program in Addiction Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

Gianeya Nesterova, Liaison Officer
Department of Adult Education and Counselling Psychology
Telephone: 416-923-6641 ext.2552
E-mail: gnesterova@oise.utoronto.ca

MaryJane Ashley, CoPAS Director
Department of Public Health Sciences
Telephone: 416-978-2751
E-mail: maryjane.ashley@utoronto.ca

Comparative, International and Development Education

This Collaborative Graduate Program provides the opportunity for students enrolled in any of the four participating departments, while meeting all of the requirements for a degree from that department, to also receive a notation on their transcript identifying their specialization in Comparative, International and Development Education. The interests of students and faculty involved in this Program range from the development of teaching and learning programs and policies dealing with specific educational, social and economic problems to studies of the role of organized learning in the development of large social systems. The experience and interests of faculty permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives.

This program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems. It is available to students enrolling in the M.Ed., M.A., Ed.D., Ph.D. degrees and the relevant program in each of the four cooperating departments:

Adult Education and Counselling Psychology

- Adult Education Program through the Community, International and Transformative Learning research area

Curriculum, Teaching and Learning

- Curriculum Program
- Measurement and Evaluation Program
- Second Language Education Program
- Teacher Development Program

Sociology and Equity Studies in Education

- Sociology in Education Program

Theory and Policy Studies in Education

- Higher Education Program
- History and Philosophy of Education Program

Academic coordination is provided by the Comparative, International and Development Education Centre (CIDEC). This Centre also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE/UT via a seminar series, print and electronic newsletters, a Resource Centre, and a small lounge.

Admission Requirements

Applicants should apply to the appropriate degree program in whichever of the four collaborating departments corresponds most closely to their general background and interests, clearly noting the program code on the Application for Admission Form A(1), section 18.

In addition to meeting the minimum OISE/UT requirements (see Minimum Admission and Degree Requirements section, pages 20 - 25), and departmental requirements as outlined elsewhere in this ***Bulletin***, applicants to this Collaborative Program are ordinarily expected to have had at least one to two years' experience working/living in cultural contexts other than urban southern Ontario (or similar settings), or to have had extensive experience working in multicultural educational settings (for children or adults).

Prospective applicants **are strongly advised** to contact the Collaborative Program Coordinator in advance of submitting their application, to discuss the relevance of their professional/life experience to their potential admissibility to this program, and its suitability to their own learning goals. Applicants are also strongly encouraged to forward a copy of the Application for Admission Form - A(1) and A(2) to the Comparative, International and Development Education Program Coordinator.

Program Requirements

Individual student programs of study must meet the requirements of both their home department (as outlined elsewhere in this ***Bulletin***) and the Collaborative Program. Normally, a careful selection of courses will satisfy this requirement without any additional course load.

Collaborative Program requirements include course selections from the Comparative, International and Development Education basic and specialization courses (distributed within and across the collaborating departments), regular participation in, and contribution to the CIDEC Seminar Series, and (depending upon the degree program and department) preparation of a thesis, research paper, or comprehensive paper related to Comparative, International and Development Education, as certified by a participating faculty member from the home department.

NOTE: Students who successfully complete the program will have noted on their transcripts "Specialist in Comparative, International and Development Education" in addition to the degree from their OISE/UT department.

Faculty Advisors

Students will be advised principally by faculty from their home department who also participate in the Collaborative Program. They may also seek advice and information from the Comparative, International and Development Education Centre. Core participating faculty include: A. Thomas (AECP); F.M. Connelly, J.P. Farrell and D.N. Wilson (CTL); G. Sefa Dei, R.B. Folson, D.W. Livingstone, C.P. Olson and N.N. Wane (SESE); S. Anderson, R. Hayhoe and D. Misgeld (TPS)

NOTE: In selecting a thesis supervisor, students are not restricted to faculty from their home department.

A complete and up-to-date list of participating faculty and Comparative, International and Development Education courses, plus details of the Collaborative Program requirements, can be obtained from the Program Coordinator:

Joseph P. Farrell, Head
Comparative, International, and Development
Education Centre (CIDEC)
Telephone: 416-923-6641 ext. 2361
E-mail: jfarrell@oise.utoronto.ca

Environmental Studies

OISE/UT and the Institute of Environmental Studies (U of T) collaborate in M.A., M.Ed., Ph.D. and Ed.D. degree programs in Environmental Studies. This program is offered out of the Transformative Learning Centre (OISE/UT) and is administered in the departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education.

At the master's level, the arrangement is for students to take between two and four half-credit courses from the courses listed with the Institute of Environmental Studies. Internships for students in this program are sometimes available through the Institute for Environmental Studies. The remaining courses are to be taken from the courses listed at OISE/UT. These courses are to be approved through an Academic Advisor from one of the three participating OISE/UT departments.

The doctoral program of study consists of eight half-courses. Two to four half-credit courses are to be taken from the courses listed with the Institute of Environmental Studies and the remainder from the three participating OISE/UT departments. The Ph.D. has a one-year period of required full-time study and the Ed.D. has a two-year period of required full-time study.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Environmental Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

Edmund O'Sullivan, Coordinator
Transformative Learning Centre
Adult Education and Counselling Psychology
Telephone: 416-923-6641 ext. 2592
Fax: 416-923-4749
E-mail: eosullivan@oise.utoronto.ca

David Selby
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 4540

Njoki Wane
Sociology and Equity Studies
Telephone: 416-923-6641 ext. 2725

Donna Workman
IES Graduate Student Advisor
Institute for Environmental Studies, University of Toronto
Telephone: 416-978-7077

Graduate Collaborative Program in Women's Studies (GCWS)

The departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education, as well as other University of Toronto departments, participate in the Graduate Collaborative Program in Women's Studies (GCWS) offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship.

The program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. The GCWS contributes to the development of an integrated research community in women's studies at the University of Toronto. Applicants to the program are expected to meet the admission and degree requirements of both their OISE/UT department and the GCWS.

All programs of study should be planned in consultation with the program advisor in the student's OISE/UT home department and with the GCWS Coordinator. (See GCWS address below.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Women's Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

- The School of Graduate Studies Calendar
- The student's OISE/UT departmental Liaison Officer
- The GCWS Program Office

Graduate Collaborative Program in Women's Studies (GCWS)

The Institute for Women's Studies and Gender Studies
New College - University of Toronto
40 Willcocks Street,
Room 2036, Wilson Hall
Toronto, Ontario M5S 1C8
Telephone: 416-978-3668
Fax: 416-946-5561
E-mail: grad.womenstudies@utoronto.ca
Website: www.utoronto.ca/iwsgs

Graduate Women's Studies Student Association (GWSSA)

The GWSSA acts as a source of information and support for students. It fosters community building, social networking, the development of friendships and work relationships, and academic learning.

Further information is available from:

New College, 40 Willcocks Street,
Room 2030, Wilson Hall
Telephone: 416-978-8284
E-mail: ws.su@utoronto.ca

Interdepartmental Research Areas

Faculty in a number of departments collaborate in the development of interdepartmental research areas to facilitate program selection and planning for students who wish to pursue research interests which involve two or more OISE/UT departments. The interdepartmental research areas described here vary in breadth, detail, and availability of courses from year to year. They are intended to serve as guides to students' program planning at OISE/UT in relation to their professional roles, interests, and long-term goals.

It must be emphasized that an interdepartmental research area does not constitute a program, and hence a student cannot enrol in an interdepartmental research area or obtain a degree in an interdepartmental research area. A student who participates in an interdepartmental research area must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas are encouraged to specify so at the time of application within their Statement of Intent.

Aboriginal Education

This research area draws upon the diverse cultural and spiritual philosophies and practices of Aboriginal nations. We seek to examine a diverse range of issues, trends, perspectives, and models of Aboriginal education from local, to national and international connections. Students focussing on Aboriginal Education will develop knowledge and skills and have a greater understanding of the needs, aspirations and knowledges of Aboriginal (Inuit, Metis, mixed-race Aboriginal, non-status Indians, status Indians) and Indigenous Peoples. The content and methods, and academic development and advancement of this research area are developed in collaboration with Aboriginal organizations, Elders from various communities, the Indigenous Education Network and participating departments of OISE/UT.

Aboriginal perspectives form the basis of the research area which:

- respects, values and draws on the lived experiences, stories and oral traditions of Elders, traditional teachers and Aboriginal educators; develops understandings of Aboriginal Ways of life
- builds relationships connecting local Aboriginal/Indigenous communities with those around the world
- encourages scholarship in linguistic and cultural policy studies, structures of formal education for Aboriginal peoples, tuition agreement issues, and Aboriginal curriculum development in their historic and contemporary contexts
- advocates making changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and current literature and research including the Report of the Royal Commission on Aboriginal Peoples
- examines roles of various educational institutions and policies that produce and maintain conditions of constraint, images of "nativeness", social and class differences, dominance, control politics, and social inequities in regard to Aboriginal peoples. Countering stereotypes is critical to this examination
- develops the physical, spiritual, emotional, and intellectual wellbeing of each student grounded in Aboriginal perspectives.

The Aboriginal Interdepartmental Initiatives Group guides the Aboriginal Education focus at OISE/UT. This group is composed of representatives from the Indigenous Education Network (IEN) of OISE/UT; Aboriginal Student Caucus, a sub-committee of IEN; OISE/UT Mid-Northern Native Focus Centre; Developing Aboriginal Education and Research Centre; and the Departments of Adult Education and Counselling Psychology (AECP); Curriculum, Teaching, and Learning (CTL); Sociology and Equity Studies in Education (SESE); and Theory and Policy Studies (TPS)

Courses are offered at the B.Ed, M.Ed., M.A., Ed.D., and Ph.D. levels. Faculty members supervise master's research projects, qualifying research papers, and both master's and doctoral theses.

Aboriginal focused courses include: AEC1171, AEC1180; CTL1018, CTL3022 and SES courses listed in the 2970-2980 range. Additional courses of interest to students in this research area include: AEC1104, AEC1160, AEC1177, AEC3126, AEC3174, AEC3175; CTL3031; SES1902, SES1923, SES1925, SES1950, SES1951, SES1958; TPS1019, TPS1045 and TPS3042. Students may be approved for additional special topics courses with Aboriginal content under AEC3131, CTL1799, CTL1999, SES2999, SES3998, and TPS1852.

Faculty actively working in this research area are:
E. Antone, L. Fitznor and E. O'Sullivan (AECP);
S. Stiegelbauer (CTL); G. Dei, P. Cole, J. Iseke-Barnes, P. Olson, P. O'Riley and N. Wane (SESE); and J. Magnusson (TPS).

Elders

An Elder-in-residence (grandmother) is available through the First Nations House (FNH), University of Toronto, for all students. The FNH and the IEN invite various Elders to talks and circle teachings as resources permit throughout the academic year.

Resources

Other University of Toronto offices that support Aboriginal perspectives include:

Aboriginal Studies (undergraduate degree)
Keren Rice, Coordinator
Telephone: 416-978-1763
Website: www.utoronto.ca/abs

Aboriginal Health and Well Being
Public Health Science, Faculty of Medicine
Jeff Reading (Mohawk)
Telephone: 416-978-0962

First Nations House
Telephone: 416-978-8227
Website: www.library.ca.www/equity/fnh.html/

The Transition Year Program
Eileen Antone
Telephone: 416-978-1942

Aboriginal Health
Faculty of Nursing
Rebecca Hagey
Telephone: 416-978-2865

Further information is available from:
Laara Fitznor (AECP),Coordinator
Aboriginal Interdepartmental Initiatives Group (AIIG)
Telephone: 416-923-6641 ext. 2345
Fax: 416-926-4749
E-mail: lfitznor@oise.utoronto.ca

Judy Iseke-Barnes (SESE)
Telephone: 416-923-6641 ext. 2726
Fax: 416-926-4751
E-mail: jisekebarnes@oise.utoronto.ca

Aboriginal Education Interdepartmental Research Area
Website: www.oise.utoronto.ca/Bulletin/inter.html

Indigenous Education Network
Website: www.oise.utoronto.ca/other/ien/ienpage.html

Aboriginal Education and Research Centre
Website: www.oise.utoronto.ca/~first

Critical Pedagogy and Cultural Studies

This research area is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance and social construction of sexuality, gender, disability, ethnicity, race, language and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms and practices of representation in writing, text, music, film, television, and youth styles; the culture of the school and its communities; global peace and education; critical multiculturalism and anti-racism in education; Aboriginal education; comparative and Third World education; education and the labour market; the political economy of education; teachers as workers; studies of state formation and moral regulation; ideologies; issues of history, memory and pedagogies of space and time; critical reformulations of humanities curricula; and development of critical and reflexive teaching materials and strategies.

Faculty actively working in this research area are: L. Fitznor, A. Miles, S. Mojab, R. Ng, E. O'Sullivan, J. Quarter and D. Schugurensky (AECP); K. Bickmore, C. Conle, J. Cummins, J-A. Dillabough, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, D. Hodson, M. Kooy, R. Morgan, E. Pedretti, D. Selby, H. Sykes and P. Trifonas (CTL); K. Dehli, G. Sefa Dei, R.B. Folson, M. Heller, J. Iseke-Barnes, H. Lenskyj, D.W. Livingstone, C.P. Olson, P. Sawchuk, R.I. Simon, S. Razack, D. A. Trotz, R. Walcott and N.N. Wane, (SESE); D. Bogdan and C. Morgan (TPS); L. Teather (Museum Studies).

Further information is available from:
Kari Delhi (SESE).

Études franco-ontariennes en éducation

Le Département de curriculum, d'enseignement et d'apprentissage, en collaboration avec le Département de sociologie et d'études de l'équité en éducation, proposent des études supérieures multidisciplinaires qui s'intitulent «Études franco-ontariennes en éducation» et qui se donnent entièrement en français par le biais de l'éducation à distance.

Des cours sur place sont également offerts. Trois cours sont recommandés. Il s'agit des cours CTL1000 Fondements des programmes scolaires, SES1900 Introduction à la sociologie de l'éducation et un cours de méthodes de recherche (quantitative, CTL2007 ou qualitative, CTL1306). Il est à noter que les études à distance sont ouvertes également à la clientèle étudiante de Toronto.Pour de plus amples détails sur les cours, veuillez consulter les sections «Department of Curriculum, Teaching and Learning» et «Department of Sociology and Equity Studies in Education». Les étudiants et les étudiantes doivent tenir compte des conditions d'admission en vigueur au Département de curriculum, d'enseignement et d'apprentissage.

Pour tout renseignement concernant les demandes d'admission, veuillez contacter :
Ilda Januario, adjointe aux études en français
Lieu : 252 Bloor Street West, bureau : 6-111
Téléphone : 416-923-6641, poste : 2290
Télécopieur : 416-926-4714
Courriel : ijanuario@oise.utoronto.ca

Gender Equity in Education

Gender Equity in Education is designed as a research area for educators who are interested in the professional applications of women's studies in schools. It is especially appropriate for students who are working teachers or otherwise professionally active as educators. Though this research area is coordinated by the Centre for Women's Studies in Education (CWSE), it involves faculty and students in a number of OISE/UT programs. Students may pursue research in this area in combination with the listed programs offered by the following departments:

- ✦ **Sociology and Equity Studies in Education**
    - Sociology in Education
- ✦ **Theory and Policy Studies in Education**
    - Educational Administration
    - Higher Education
    - History and Philosophy of Education

The basis for this research area includes the large number of feminist scholars on the OISE/UT faculty, the availability of extensive resources on women and schooling as well as curriculum materials in the OISE/UT Education Commons (Library) and in the Women's Educational Resources Collection. The CWSE provides support and facilities to students in this research area.

Individual student programs of study must meet the requirements of the department in which they are registered. Students are advised to contact staff at the CWSE early in their program of study to learn more about the research area and about the support and facilities available to them through the Centre.

Examples of courses which focus on Gender Equity in Education include: AEC1156, AEC1253 and AEC3120; CTL1011, CTL1840, CTL4803; SES1920, SES1951, SES1953, SES1982, SES1987, SES2912 and SES2914; TPS1403, TPS1415, TPS1416, TPS1418, TPS1421, TPS1426, TPS1439, TPS3418 and TPS3029.

Further information is available from:

Pat Doherty at CWSE
Telephone: 416-923-6641 ext. 2204
E-mail: jgivenking@oise.utoronto.ca
Website: www.oise.utoronto.ca/projects/inclusive
OR
Paula Bourne, Head of CWSE
Telephone: 416-923-6641 ext. 2368
E-mail: pbourne@oise.utoronto.ca

Global Education

Global education is an holistic paradigm of education predicated upon the interconnectedness of communities, lands and peoples, the interrelatedness of all social, cultural and natural phenomena, the interlocking nature of past, present and future and the complementary nature of the cognitive, affective, physical and spiritual dimensions of the human being. It addresses issues of citizenship, development, equity, health, peace, social justice, and environmental sustainability. Its scope encompasses the personal, the local, the regional and bioregional, the national and planetary. Congruent with its precepts and principles, its methodology is experiential, interactive, learner-centred, democratic, convivial, participatory and change-oriented.

Work in curriculum and professional development is undertaken with K-12 teachers and in non-formal and adult/community educational settings. Teaching, research and development work are undertaken across Canada and in partnership with universities, non-governmental organizations and ministries of education in the developing world (often under the auspices of United Nations bodies).

Faculty involved include: K. Bickmore, M. Evans, T. Goldstein and D. Selby (CTL).

Further information is available from:

David Selby
Telephone: 416-923-6641 ext. 4540
E-mail: dselby@marjon.ac.uk
Website: www.oise.utoronto.ca/iige/

Language and Critical Pedagogy

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinated groups. In the subordinated Canadian context, the suppression of the languages and cultures of First Nations and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: J. Cummins, D. Gérin-Lajoie, N. Labrie and R. Morgan (CTL); M. Heller (SESE).

Learning and Work

This research area is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Learning includes formal schooling and continuing education courses, but also informal self-directed and collective learning in workplace, household and community spheres. Work includes various forms of paid employment, domestic labour and community volunteer activities. Many aspects of learning-work relations are addressed: connections between early family socialization and career choices, learning and the creation of socially responsible work, economic restructuring and technological education, as well as the treatment of work in school curricula, the relevance of vocational schooling and informal learning for getting a job, the array of continuing and informal learning activities in work organizations, comparisons of the learning practices involved in housework and paid employment, systemic underemployment of learning capacities in relation to class, gender, racial, generational and other social differences, learning practices of unemployed people, and the democratization of learning and work.

Most faculty teaching in this area are associated with either the Learning, Work and Change research area in the Department of Sociology and Equity Studies in Education or the Workplace Learning and Change research area in the Department of Adult Education and Counselling Psychology as well as the Intermdiate/SeniorAlternate 4 Option in Education and Work in the Initial Teacher Education Program. Much of the relevant research is conducted through the Centre for the Study of Education and Work (CSEW), which is jointly sponsored by these departments.

Faculty associated with this research area include: M. Laiken, K. Mirchandani, S. Mojab, R. Ng, J. Quarter, and A. Thomas (AECP); S. Acker, N. Bélanger, K. Dehli, G. Sefa Dei, R.B. Folson, E. Harvey, D. Livingstone, P. Olson, P. Sawchuk, W. Seccombe and N.N. Wane (SESE); and N. Bascia (TPS)

Further information is available from:

David Livingstone (SESE)
Telephone: 416-923-6641 ext. 2703
Fax: 416-926-4751
E-mail: dlivingstone@oise.utoronto.ca
OR
Jack Quarter (AECP)
Telephone: 416-923-6641 ext. 2576
E-mail: jquarter@oise.utoronto.ca

The Nature and Development of Literacy

Literacy is a term that denotes forms of competence and sociocultural cognitive and linguistic relations important in understanding and participating in the notational systems of modern society. This research area is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this area include: literacy, language and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; the development of oral language proficiency and its relation to literacy development in monolingual and multicultural/multiethnic contexts; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; the sociocultural organization of literacy events; and critical literacy. Students are encouraged to refer to program requirements in their home department.

Faculty involved in teaching and research on literacy include: E. Antone, N. Jackson and D. Schugurensky (AECP); G. Allen, D. Booth, L. Cameron, A. Cumming, J. Cummins, M. Kooy, N. Labrie, J. Mason, R. Morgan, S. Peterson, M. Scardamalia and P. Trifonas CTL); C. Bereiter, A. Biemiller, E. Geva, K.E. Stanovich, and D.M. Willows (HDAP); N. Bélanger, M. Heller and K. Rockhill (on leave) (SESE); and D. Bogdan (TPS).

Further information is available from:

N. Jackson (AECP), A. Cumming (CTL) or E. Geva (HDAP).

Transformative Learning

The Transformative Learning interdepartmental research area involves faculty and students from OISE/UT departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments:

- **Adult Education, and Counselling Psychology**
- **Curriculum, Teaching and Learning**
- **Sociology and Equity Studies in Education**
- **Theory and Policy Studies in Education.**

This research area is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous knowledge, native studies, religious studies, world-views and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, alternative futures, international migration, multiculturalism, popular culture, and family change.

Through the research area its members have links with the International Institute for Global Education, the Faculty of Environmental Studies at York University, the Nicaraguan Institute of Popular Education and Research (INIES), the Global Education Project of the Ontario Teachers' Federation, and a variety of community-based organizations.

Faculty involved in the Transformative Learning research area include: A.R. Miles, S. Mojab, J. Quarter, and E.V. O'Sullivan (AECP); J. Miller, and R.I. Simon (CTL); G. Sefa Dei, M. Eichler, D. Livingstone, N.N. Wane (SESE) and D. Misgeld (TPS).

Courses which focus on the Transformative Learning research area include: AEC1131, AEC1143, AEC1146, AEC1148, and AEC3119; CTL1110, CTL1207, CTL1301; SES1900, SES1903, SES1909, SES1920, SES1921, SES1922, SES1924, and SES2914; TPS1405, TPS1420, TPS1422, TPS1428, TPS1429, TPS1434, TPS1444, TPS1481, TPS1489, TPS4323, and TPS3428.

Women's Studies/Feminist Studies

Women's Studies/Feminist Studies at OISE/UT involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Women's Studies/ Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study.

Programs of study include courses at OISE/UT and at other departments of the university in the areas of women's/feminist studies, gender relations, and sex differences and similarities. The bases for this research area include the large number of feminist scholars on the

OISE/UT faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Collection, and the Centre for Women's Studies in Education (CWSE), which has a strong and active research program. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the home department to meet the degree requirements of the department and of the research area.

NOTE: There is also the Gender Equity in Education interdepartmental research area which is coordinated by the Centre for Women's Studies in Education (CWSE). (See page 163.)

Faculty who are participants in the Women's Studies/Feminist Studies interdepartmental research area include: B. Burstow, A. Cole, L. Fitznor, M. Laiken, A.R. Miles, K. Mirchandani, S. Mojab, R. Ng, N. Piran, L. Stermac and M.A. Schneider (AECP); L. Cameron, K. Gallagher, D. Gérin-Lajoie, T. Goldstein and E. Smyth (CTL); S. Acker, K. Bickmore, K. Dehli, R.B. Folson, M. Eichler, M. Heller, J. Iseke-Barnes, H. Lenskyj, S. Razack, A. Trotz and N.N. Wane (SESE); N. Bascia, . Bogdan, A. Datnow, R. Joshee, J.L. Magnusson, C. Morgan, L. Muzzin and C. Reynolds (TPS).

Students are advised to contact the Centre for Women's Studies in Education (CWSE), early in their program of study to learn more about this research area and about the support and facilities available to them through the Centre. A complete list of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a handbook available from the Centre for Women's Studies in Education (CWSE).

Further information is available from:

Pat Doherty at CWSE
Telephone: 416-923-6641 ext. 2204
E-mail: jgivenking@oise.utoronto.ca
Website: www.oise.utoronto.ca/projects/inclusive
OR
Paula Bourne, Head of CWSE
Telephone: 416-923-6641 ext. 2368
E-mail: pbourne@oise.utoronto.ca

Research and Field Activities

The research and development program of OISE/UT fosters improvement in Ontario education and complements the academic programs of OISE/UT departments. OISE/UT's research and development program is among the largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Students may participate in research and development projects through graduate assistantships or through joint research designed as a portion of their graduate program.

Findings of completed studies are often published by OISE/UT or by the sponsoring agency, or appear in journals produced by OISE/UT (***Curriculum Inquiry, Orbit, Resources for Feminist Research/Documentation sur la recherché féministe***), in international journals or in other publications. OISE/UT Research Reports can be found in the OISE/UT Education Commons Library.

Research and Development Centres

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the respective centre.

Centre for the Advancement of Measurement, Evaluation, Research, and Assessment (CAMERA)

Head: Tony C. M. Lam
Department: CTL
Location: 252 Bloor Street West, Room 11-229
Telephone: 416-923-6641 ext. 3225

CAMERA was created in the summer of 1996 within the CTL Department. The Centre is dedicated to the goal of fostering ideas and research that address issues in the areas of theoretical and applied measurement, large-scale and classroom-based assessments, program and system evaluations, research methods, data analysis procedures, and related matters. The centre draws together OISE/UT's faculty and external researchers and practitioners to engage in projects of common interest, to share and exchange perspectives, and to work collaboratively to resolve methodological problems in measurement, evaluation, research and assessment.

Centre for Applied Cognitive Science (CACS)

Head: Michel Ferrari
Department: HDAP
Location: 252 Bloor Street West, Room 9-132
Telephone: 416-923-6641 ext. 2566

Through a number of research and development projects, the CACS explores cognitive structures and cognitive processes in a variety of content domains. CACS is characterized by attempts to integrate contributions from a number of fields (e.g., psychology, linguistics, philosophy, and computer science) into the study of human development and education. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology.

The Centre hosts a number of regular research seminars and group meetings devoted to particular topics in which students are invited to participate. It is home to principal investigators in a number of large-scale inter-related research programs, including the National Centre of Excellence Program on Telelearning, The Canadian Institute of Advanced Research Human Development Program, the University of Toronto's Knowledge Media Design Institute and the University of Toronto Joint Centre for Bioethics.

Centre for Franco-Ontarian Studies (CREFO)

Head: Normand Labrie
Department: CTL, SESE
Location: 252 Bloor Street West, Room 6-104
Telephone: 416-923-6641 ext. 2323
Fax: 416-926-4714
E-mail: nlabrie@oise.utoronto.ca
Website: www.oise.utoronto.ca/CREFO/

CREFO is an internal research centre which conducts research relating to social and linguistic practices of Francophones living in a minority setting. Current projects focus on linguistic pluralism, the construction of identity, social processes of inclusion and exclusion, linguistic repertoires and linguistic heterogeneity. Research activities, specifically focused on the educational sector, include the analysis of policies and programs, sociolinguistic dynamics in school settings, children designated as exceptional, as well as teaching and learning in a minority setting.

Centre de recherches en éducation franco-ontarienne (CREFO)

Directeur : Normand Labrie
Department : CTL, SESE
Téléphone : 416-923-6641 poste 2323
Télécopieur : 416-926-4714
Courrier électronique : nlabrie@oise.utoronto.ca
Lieu: 252 rue Bloor Ouest, 6-104
Website: www.oise.utoronto.ca/CREFO/

Le CREFO est un centre de recherche universitaire, où l'on étudie les pratiques sociales et les pratiques langagières des francophones vivant en milieu minoritaire. On s'intéresse au phénomène du pluralisme linguistique, à la construction identitaire, aux processus sociaux d'inclusion et d'exclusion, aux répertoires plurilingues et à la mixité linguistique. Dans le secteur plus spécifique de l'éducation, nos recherches portent sur l'analyse des politiques et des programmes, sur les dynamiques sociolinguistiques en milieu scolaire, sur l'enfance en difficulté, ainsi que sur l'enseignement en milieu minoritaire.

Centre for Integrative Anti-Racism Studies (CIARS)

Head: Sherene Razack
Department: SESE
Location: 252 Bloor Street West, Room 12-272
Telephone: 416-923-6641 ext. 2360
E-mail: ciars@oise.utoronto.ca

CIARS was established in the 1996-97 session, bringing together faculty and students whose research interests and political commitments are in anti-racism. The Centre provides a supportive research environment, linking communities of colour, marginalized communities, and the university. The mandate of CIARS, namely the fostering of interdisciplinary anti-racism studies in education, embraces a broad view of education. In CIARS' view, education is defined as those processes that influence and contribute to how individuals and their communities come to know the world and act within it. CIARS' faculty and students working in the field of anti-racism are deeply committed to an integrative view: all systems of oppression are interlocked and a study of one such system, racism, necessarily entails a study of class exploitation, sexism, ableism and heterosexism. Recent research by associated faculty includes work on schooling and education, for example, research on inclusive schooling practices, and drawing from resources of the home, family and community in improving youth educational activities. In addition, CIARS' core faculty interests include research on the judicial system, immigration, unions, community development, community-state relations and globalization and its effects on communities of colour.

Centre for Media and Culture in Education (CMCE)

Head: Roger Simon
Coordinator: Richard Fung
Department: SESE
Location: Room 12-216
Telephone: 416-923-6641 ext 2275
E-mail: rfung@oise.utoronto.ca
Website: fcis.oise.utoronto.ca/~cmce

Through critical inquiry and debate the Centre seeks to foster innovative and interdisciplinary study of audio-visual cultural practices. Media and popular culture are often seen to pose one question for educators: how do we inoculate young people against their 'negative effects'? Recent work in visual and cultural studies has put forward different ways of thinking about audio-visual representation, theorizing more complex relations between viewers and images, and expanding beyond mass media to consider the pedagogies of independent video and film, digitally-based new media, and media art.

The Centre provides access to a range of independent visual and media art productions through programs of screening, lectures, workshops and other events. We encourage connections and collaborations among educators and students, artists and cultural producers, curators and critics, and various engaged publics. The Centre conducts and coordinates critical and interdisciplinary research. We support curriculum and resource development, and have established an Artist-in-residence program for a media artist-in-residence at OISE/UT.

OISE/UT faculty and instructors affiliated with CMCE: Kari Dehli, Rose Folson, Robert Morgan, Roger Simon, Peter Trifonas, Margaret Wells, and Rinaldo Walcott.

Centre for the Study of Education and Work (CSEW)

Head: David Livingstone
Department: SESE
Location: 252 Bloor Street West, Room 12-230
Telephone: 416-923-6641 ext. 2703
E-mail: dlivingstone@oise.utoronto.ca

The CSEW mandate is to expand scholarly and public awareness of the different forms of learning and work and their interrelations. The centre conducts research, policy studies and public forums to document relations between informal learning/schooling/further education and paid/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. Much of the research emphasizes the standpoint of workers as learners.

This centre is jointly sponsored by the Department of Adult Education and Counselling Psychology and the Department of Sociology and Equity Studies in Education. Faculty members involved with CSEW are listed with the Learning and Work Interdepartmental Research Area on pages 163 - 164.

Centre for the Study of Values and Leadership

Contact: Vashty Hawkins
Department: TPS
Location: 252 Bloor Street West, Room 6-186
Telephone: 416-923-6641 ext. 2721
Fax: 416-926-4752
E-mail: vhawkins@oise.utoronto.ca

The Centre for the Study of Values and Leadership (formerly the Centre for Leadership Development) specializes in research, preservice and inservice education related to school and school system leadership. Valuation processes, school improvement and expert administrative thinking are themes of special interest. The Centre offers both practitioners and graduate students special opportunities to persue practical and research interest relating to leadership. This Centre is also affiliated with the University Council for Education Administration (UCEA), through a partnership with the University of Virginia.

Centre for Teacher Development

Head: C.T. Patrick Diamond
Department: CTL
Location: 252 Bloor Street West, Room 10-141
Telephone: 416-923-6641 ext. 3085

The Centre for Teacher Development engages in research and development projects, and facilitates initial and inservice teacher education activities. In addition, the Centre supports post-doctoral fellowships for outstanding scholars and encourages visiting professorships. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Faculty interests include gender issues, women in education; multiculturalism; teacher development; career development; professional knowledge; action research; narrative and story telling; research on teaching; collaboration; and the contemplative practitioner.

The Centre sponsors the publication of ***Curriculum Inquiry***, Canada's leading educational journal and publishes ***Among Teachers***, a teacher based inquiry journal. Students who wish to specialize in teacher development should apply through the Department of Curriculum, Teaching and Learning, indicating clearly in their Statement of Intent and by completing the Application for Admission Form A(1), section 18, that they wish to be considered for admission to the Centre for Teacher Development. Those who wish to apply through any other OISE/UT department must first contact the chair of that department. For additional information, please contact the Centre Head.

Centre for Women's Studies In Education (CWSE)

Head: Paula Bourne
Location: 252 Bloor Street West, Room 2-230
Telephone: 416-923-6641 ext. 2368

The Centre conducts, promotes, and distributes research in women's studies. Recent and current projects include: the Women's Educational Resources Collection; the periodical ***Resources for Feminist Research/Documentation sur la recherché féministe***; Canadian Women's History; Sexual Harassment Resources for Elementary Schools; A Feminist Critique of Schooling; Redesigning Professional Education for Gender Equitable Schooling; Women and Professional Education, Professional Women Historians in Canada, Canadian Women's Issues, Educational Campaign to Combat Date and Acquaintance Rape on College and University Campuses, Training packages on Violence for Elementary Teachers, Achieving Curriculum Consistency: The Case of Family Studies in Ontario Secondary Schools. Information on all projects is available at the Centre.

The holder of the annual Dame Nita Barrow Distinguished Visitor position in Women and Development and Community Transformation is housed at the Centre. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside OISE/UT in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside OISE/UT, and lunch-bag seminars feature visiting scholars, OISE/UT students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside OISE/UT.

A complete list of OISE/UT's feminist courses is available from the Centre Secretary, as is a list of CWSE Publications. For further information regarding graduate studies in the area, see Gender Equity in Education (page 163) and Women's Studies/Feminist Studies (pages 164 - 165) in the Interdepartmental Research Areas section; and Feminist Studies and Gender Relations in Education in the Department of Sociology and Equity Studies in Education (page 119).

Comparative, International, and Development Education Centre (CIDEC)

Head: Joseph P. Farrell
Department: CTL
Location: 252 Bloor Street West, Room 10-139
Telephone: 416-923-6641 ext. 2362

The mandate of this Centre, formally established in 1989, is to coordinate, consolidate, and expand OISE/UT's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE/UT staff and students engage in a significant amount of international and comparative work in their own specialties (over a third of OISE/UT faculty have had significant international experience) and the amount of such work is increasing.

Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE/UT staff and students and make it available to all members of the OISE/UT community and the Ontario education community generally. For information regarding the already existing graduate studies opportunities in this area within OISE/UT, see the Collaborative Graduate Degree Program in Comparative, International, and Development Education, which this Centre coordinates, in the section on Collaborative Graduate Degree Programs, pages 158 - 159.

Imperial Oil Centre for Studies in Science, Mathematics and Technology Education

Head: Derek Hodson
Department: CTL
Location: 252 Bloor Street West, Room 11-258
Telephone: 416-923-6641 ext. 2635
E-mail: dhodson@oise.utoronto.ca
Website: http://smt.oise.utoronto.ca

The Centre for Studies in Science, Mathematics and Technology Education, established with the financial support of Imperial Oil, provides major opportunities for faculty members, graduate students and others to engage in collaborative research and curriculum development, and enables a serving teacher per year to be seconded to work within the Centre.

The diverse activities of the Centre are expected to have immediate and significant impact on science, mathematics and technology curriculum practice both in Ontario and throughout Canada. In furthering its commitment to being a significant voice in international debate on science, mathematics and technology education, the Centre has undertaken a major publishing function (including publication of the ***Canadian Journal of Science, Mathematics and Technology Education*** and ***The OISE Papers in STSE Education***) and has developed collaborative research projects with groups outside Canada.

International Centre for Educational Change (ICEC)

Head: Lorna Earl
Department: TPS
Location: 252 Bloor Street West, Room 6-119
Telephone: 416-923-6641 ext. 2420
E-mail: learl@oise.utoronto.ca

The International Centre for Educational Change (ICEC) is a group of scholars and field developers within the Ontario Institute for Studies in Education of the University of Toronto, who work together to investigate, initiate, support and speak out with integrity and authority on changes and reforms in education, locally, nationally and across the world.

ICEC contains, brings together and capitalizes on the expertise and reputation of some of the world's leading scholars and researchers on educational change. Centre staff are involved in research and development projects in Canada, the United States, Hong Kong, Australia, Britain and Europe. The Centre is made up of six faculty from three departments and two field centres, as well as a number of Associates and graduate students, who work collaboratively on overlapping projects.

The Centre has produced the ***International Handbook of Educational Change,*** houses the ***Journal of Educational Change*** **http://www.wkap.nl/journalhome.htm/1389-2843** edited and contributed to the ***1997 ASCD Yearbook, Rethinking Educational Change with Heart and Mind*** which is distributed to over 250, 000 educators, and produced a new book on ***The Sharp Edge of Educational Change*** (Falmer Press).

The Centre staff are involved in collaborative teaching, in new courses in educational change, and in integrating graduate students into its research programs.

International Institute for Global Education (IIGE)

Director: David Selby
Department: CTL
Location: 252 Bloor Street West, Room 10-110
Telephone: 416-923-6641 ext. 2863

The Institute, a cross-departmental centre with a principal attachment to Curriculum, Teaching and Learning, was established in 1992 to contribute to the growth of global education in Canada and internationally through teaching programs, consultancy, curriculum development and research. In addition to offering courses at the initial teacher education level and at the graduate level, IIGE faculty provide professional development services for elementary and secondary schools through partnerships with school boards, other universities, national and international non-governmental organizations, United Nations bodies and ministries of education. Research and development projects include the support of global education and national curriculum renewal initiatives in countries in Central and Eastern Europe, Latin America and the Middle East and North Africa.

The Institute promotes dialogue between global educators worldwide and welcomes visiting scholars. Faculty interests include anti-discriminatory education; basic and life skills education; citizenship education; education for development; environmental education, futures education; health education; humane education; human rights education; intercultural and multicultural education; education for peace and social justice; education for international understanding; inclusive, interactive and participatory pedagogies.

The Institute houses a collection of specialist resources on global education. Pamphlets and flyers on IIGE, together with details of courses taught by IIGE faculty and lists of IIGE publications (including activity-based resources for teachers) are available from the Institute Secretary.

The Dr. R.G.N. Laidlaw Centre (LC)

Director: Carl Corter
Department: HDAP
Location: 45 Walmer Road (ICS)
Telephone: 416-934-4513
Website: www.oise.utoronto.ca/ICS/laidlaw

The Centre is dedicated to the support of applied multidisciplinary research in child development. Current research themes are aimed at understanding children and innovative programs to support their education and development. One thematic area is literacy, numeracy and science instruction, with supports for understanding through new technology. A second thematic area is early childhood development and integrated community-school supports for children and families. Particular studies within the first theme include metacognitive language and literacy development, vocabulary assessment and instruction, math and science instruction, and technology-supported knowledge building in school communities.

Studies in the second theme include children's school readiness and schools' readiness for diverse families, exemplary kindergarten practice, the integration of special needs students, the prevention of unintentional injury, and integrated community-school services to support young children and parents, including populations at risk. Research facilities and secretarial assistance are provided through the Centre. Research is also supported by collaboration among faculty, graduate students, and Laboratory School teachers and by community partner schools. The application of research to practice is fostered by links between research in the Laidlaw Centre and the combined research and professional training in the M.A. in Child Study and Education program, based on a teacher-researcher model.

Modern Language Centre

Head: Alister Cumming
Department: CTL
Location: 252 Bloor Street West, Room 10-238
Telephone: 416-923-6641 ext. 2538
Website: www.oise.utoronto.ca/MLC

The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, immigrant settlement and heritage and Aboriginal language issues. The Centre's resource collection on second-language pedagogy, theory and research is located on the main floor of the OISE/UT Education Commons.

Transformative Learning Centre (TLC)

Head: Edmund O'Sullivan
Department: AECP
Location: 252 Bloor Street West, Room 7-181
Telephone: 416-923-6641 Ext. 2592
E-mail: eosullivan@oise.utoronto.ca
Website: www.tlcentre.org

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. It looks at ways of combining inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. Transformative learning "is a process of learning, whether formal, non-formal or informal which begins with the daily lived experiences of women and men living in communities. Transformative learning relates personal and structural perspectives and seeks understanding of relationships of power and knowledge. Learning implies dynamic, lifelong processes of discovering and re-discovering what we know about nature, and how we teach and learn form one another within our different environments". (Hall and Sullivan, 1994)

Objectives:

1) to strengthen the theory and practice of transformative learning in the fields of Adult Education and Environmental Learning
2) to foster joint community-university partnerships in adult education research and field development
3) to support preservice and graduate instruction in Environmental Adult and Community Education
4) to provide a means for faculty and student participation in specific national and international policy networks requiring membership from a joint community-university base
5) to provide opportunities for student research and involvement in community-based settings both locally and internationally

Field Development Activities

The purpose of OISE/UT's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE/UT's Office of Research and Field Activities administers three regional Field Centres.

Because of their geographical location and their close association with the schools in their region, the Field Centres provide the main focus of OISE/UT's field development effort. However, OISE/UT as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance education and off-campus courses, and to research and development through local research projects.

The activities of the Field Centres are determined collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than one or two people. There are consequently constraints on the assistance which the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

Field Centres

The following is a brief description of the three OISE/UT Field Centres. The departments listed with each centre currently offer off-campus courses in that region. For more information on OISE/UT courses, both off- and on-campus, contact the centre in your area.

Wayne Seller, Head, Field Division and Coordinator, Technology-Mediated and Off-Campus Programs
Thunder Bay Northwestern Centre
Telephone: 807-475-8110
Fax: 807-475-8149
Email: wseller@oise.utoronto.ca
Website: www.oise.utoronto.ca/field-centres

Midwestern Centre

51 Ardelt Avenue
Kitchener, Ontario N2C 2R5

Head: Lynne Hannay
Contact: Michelle Rank
Telephone: 519-579-0780
Fax: 519-579-8370

Over the past six years, the Centre has been analyzing changing roles of secondary school staff resulting from restructuring. Ongoing investigation of the role of department heads has contributed significant findings to both researchers and practitioners. The Centre has also been involved in facilitating action research through professional development programs based in individual boards and through graduate education.

Northwestern Centre

960 William Street
Thunder Bay, Ontario P7C 4W1

Head: Wayne Seller
Contact: Margaret Gerry
Telephone: 807-475-8110
Fax: 807-475-8149

The Northwestern Centre focuses on assisting schools and school systems in understanding, planning and implementing change. By conducting research and field development projects with local practitioners, Centre faculty help to ensure that initiatives such as site based management, school councils, and new curriculum policy and programs are implemented in a manner consistent with the context and culture of the local jurisdictions. Through its partnerships with the Northern School Resource Alliance and to local school districts, the Centre's work in professional development focuses on the development of leadership at the school and district levels. Centre faculty teach Curriculum courses via distance education, particularly through computer conferencing.

Trent Valley Centre

P.O. Box 719, 1994 Fisher Drive
Peterborough, Ontario K9J 7A1

Head: John Ross
Contact: Carolyn Brioux
Telephone: 705-742-9773 ext. 2293
Fax: 705-742-5104

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' ability to learn from peers, student assessment, professional development programs for teachers and others, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs in Curriculum, Teaching, and Learning with a special interest in programs designed in collaboration with school systems to improve school practice. The Centre also offers several Additional Qualification courses each year.

Fees

To be officially registered, tuition fees must be paid. Fees are subject to change by the Governing Council of the University of Toronto.

Academic Fees Structure

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Fall and Winter Sessions also covers the Summer Session immediately following, except for part-time Special Students and for certain degree students.

All academic programs specify a minimum period of registration defined as the shortest length of time a student must be registered in that program, on a full-time basis, in order to qualify for the degree. For master's degree students, the minimum period of registration is stated on the student's Offer of Admission. This period establishes the minimum degree fee which must be paid before graduation.

Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first) must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other requirements have been completed.

Master's candidates must, in the session in which they complete degree requirements, pay additional fees if necessary such that in total their fees equal the minimum degree fees applicable.

NOTE: If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be entitled to/issued any refund of those fees.

Degree Fees

The length of the program into which students are admitted predetermines the minimum total Academic Fee that they must pay prior to graduation; this fee is called the "Degree Fee".

At the time of graduation, the cumulative program fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference. This additional fee is most commonly charged to part-time degree students who take a heavy course load during the Fall and Winter Sessions and/or who take courses in the Summer Session. The additional fee is also most commonly charged to full-time students who accelerate their programs and finish the degree requirements in less time than the normal program length.

Calculation of Fees

At the time of publication of this *Bulletin* the fees schedule for 2003/04 is not available. In the 2002/03 academic year, the **one-year full-time** Academic Fee was as follows:

Canadian Citizens and Permanent Residents

M.A. & Ph.D.	$5,183.00
M.Ed., M.A.(T.) & M.T.	$6,416.00
M.A. (Child Study and Education)	$6,416.00
Ed.D.	$6,061.00

International Students (excluding the M.T. and the Child Study and Education program)

M.A. & Ph.D.	$8,983.00
M.Ed., M.A.(T.)	$12,836.00
Ed.D.	$12,735.00

NOTE: In addition to Academic Fees, students are also required to pay Incidental Fees.

For planning purposes, the calculation of fees applicable to each program is as follows:

M.Ed. Degree Candidates

The minimum program fee is 1.5 times the one-year full-time Academic Fee and is assessed for the academic year in which the program is begun.

NOTE: Fees for students beginning their program in the Summer Session are based on the fees for the Fall/Winter Session immediately following that summer.

M.A., M.A.(T.) and M.T. Degree Candidates

- **a six or eight half-course program**
  the minimum program fee is equivalent to the one-year full-time Academic Fee.
- **a ten half-course program**
  the minimum program fee is equivalent to 1.5 times the one-year full-time Academic Fee.
- **a twelve to sixteen half-course program**
  the minimum program fee is equivalent to 2 times the one-year full-time Academic Fee.

Ed.D. Degree Candidates

Fees will be assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

Ph.D. Degree Candidates

The full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

Fees for Final Year Doctoral Students

Academic fees for the final year for Ed.D. and Ph.D. students will be prorated, based on a 12-month academic year, for the number of months that elapse between September and (including) the month in which the final thesis (including corrections required by the final oral examination committee) is submitted to the School of Graduate Studies. Fees for the final month will not be charged if the requirements are met before the 16th day of the month.

Summer Students

Students beginning their degree program in the summer pay the Summer Session fee. This fee will be in addition to the Fall and Winter Session fees charged in September.

NOTE: Students in the following programs of study who are fulfilling the minimum period of full-time study during the Summer Session (May - August) will be assessed fees equal to half of the one-year full-time fee.

- The **Ed.D. in Higher Education** in the Higher Education Program
- The **Ed.D. for Community College Leaders** in the Higher Education Program

Special Students

Full-time Special Students pay annually the one-year full-time Academic Fee plus Incidental Fees.

Part-time Special Students pay the Academic Fee for each half-course, plus Incidental Fees. In the 2002/03 academic year the Academic Fee for a half-course was $962.40 (International Students, $1,925.40).

International Student Fees

In accordance with the recommendations of the Ontario government, students who are not Canadian Citizens or Permanent Residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed information on status contact Canadian Immigration authorities.) All prospective International Students will be required to have a student authorization from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada. In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $14,000 and $17,000 plus tuition fees for a minimum total of approximately $30,000.)

The University Health Insurance Plan (UHIP) is a compulsory non-Academic Fee for international students. In 2002/03 the cost for twelve months was $737.92 for a single student, $1,475.84 for a family of two, and $2,335.76 for a family of three or more.

Further information is available from:

The UHIP Office
Telephone: 416-978-0290
Website: www.uhip.mercer.ca

Late Payment Fees

A late payment fee of $44 plus $5 for each day of delay will be assessed against any student enrolled in Fall and Winter Session courses but whose fees are not received at the Office of Student Accounts by the dates to be announced in the registration material which will be sent to students.

Minimum Payment

The minimum payment of fees (for other than those registering for only one session) consists of 60% of the Academic Fee and 100% of Incidental Fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees is due without further notice and is subject to a service charge.

Refund of Fees

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Fall and Winter Sessions. In the 2002/03 academic year the minimum charge was $170.

Service Charges

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on October 15. In the 2002/03 academic year the service charge was 1.5% per month, compounded.

Fees/Convocation

Degree requirements for all students must be completed and fees must be paid before the appropriate dates for eligibility to convocate. Transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc., (see Outstanding Fees and Other University Obligations, below). At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must apply to graduate by submitting an **Application to Graduate card** (see page 21, section f).

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts and unreturned or damaged instruments, materials, and equipment):

- Statements of results and/or official transcripts of record will not be issued.
- Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees. Thus, registration may be refused to a continuing or returning student.

Financial Support

Notices pertaining to awards, other than those listed here, are posted outside the OISE/UT Registrar's Office, Graduate Studies, 4th floor. In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 40 St. George Street.

Unless stated otherwise, all values listed in this section relate to the 2002/03 academic year.

OISE/UT Graduate Assistantships

To support programs of full-time graduate study, OISE/UT offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are a form of remuneration and financial assistance for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE/UT is committed to principles of equity in employment and particularly encourages applications from women, Aboriginal persons, racial minorities, and persons with disabilities.

Graduate Assistants at OISE/UT are represented by:
Canadian Union of Public Employees, Local 3907
252 Bloor Street West, Room 8-104
Telephone: 416-926-4728

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree program are eligible to apply.

Current students continuing in the same degree program should refer to the information on the application form regarding eligibility requirements. From September 2002 to April 2003, a Graduate Assistantship had a value of $9598 (plus 4% vacation pay). The value of the assistantship is determined each year.

All students in the guaranteed cohort will be included in the rankings for graduate assistantships. Applicants whose admission would place them in the guaranteed cohort must complete a graduate assistantship application form and submit this with their application for admission. An application for admission will be considered incomplete without the Graduate Assistantship application form. Continuing students in the guaranteed cohort not currently holding a Graduate Assistantship must also submit an application for a Graduate Assistantship.

It is important to note that an OISE/UT Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student who should be in a financial position to fulfill this obligation at the beginning of the academic year.

Applications are available from:
www.fcis.oise.utoronto.ca/~stuserv

Completed applications must be received in the Registrar's Office by December 1, 2003.

OISE/UT Graduate Student Financial Support

OISE/UT will provide financial support to registered students for the first year of full-time M.A. study (not including the M.A. in Child Study and Education, the M.A.(T), or the M.T.) or within the first four years of study in a Ph.D. program. Financial support is held by M.A. students for the first year only; support to registered Ph.D. students is renewable up to and including year 4, subject to satisfactory performance.

In order to qualify for continuing financial support, current Ph.D. students must document that they have applied for at least one of the OGS or SSHRC scholarships (unless they are ineligible for both awards) in the Fall term of both their 2nd and 3rd years. This condition must be met in order to have the financial support renewed in the case of Ph.D. students.

NOTE: Students are responsible for consulting with OISE/UT Student Services (Room 5-105) about their eligibility for OGS and SSHRC scholarships.

Applicants who are not currently in OISE/UT programs are strongly encouraged to apply for OGS and SSHRC scholarships (as eligible) simultaneously with their apppli-cations.

Financial support of $12,000 plus the value of tuition is guaranteed, subject to the above conditions. However, the maximum value of any package which includes any OISE/UT financial support is $12,000 plus the value of tuition. OISE/UT support will not be given to students with university and/or external awards where this would bring the full value of their funding to more than $12,000 plus the value of tuition. Students with OISE/UTsupport who subsequently receive additional university support and/or external awards will have their departmental support reduced dollar for dollar for any excess over the maximum. This applies to all scholarships and other awards, and to any employment income derived from the University of Toronto. Where a student's OISE/UT financial support includes a Graduate Assistantship, the Graduate Assistantship will not be subject to reduction.

NOTE: OSAP, UTAPs and the OISE/UT Emergency Bursary do not count toward the maximum. While employment income earned outside the University is not counted toward the guaranteed maximum funding, full-time graduate students are defined by government to be "..pursuing their studies as a full-time occupation."

OISE/UT Scholarship for Aboriginal Students

The scholarship, with a value of $12,000, will be awarded annually to an Aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE/UT. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program.

Application forms are available from:

OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. Payment of fees is the responsibility of the scholarship holder.

Margaret I. Hambly Scholarship

The Ontario Institute for Studies in Education (now OISE/UT) established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. The fellowship has a value equivalent to the annual income to a maximum of $800. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need. A statement pertaining to past contribution to education must accompany the application.

Application forms are available from:

OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. An outline of the applicant's financial position must be included.

Wilfred Rusk Wees Fellowship

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value equivalent to the annual income to a maximum of $1,500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2,500-word essay on the thesis. The thesis is available from both the OISE/UT Education Commons and the U. of T. Robarts Library.

The essay must be submitted by January 31 to:
Margaret Brennan
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

In keeping with OISE/UT's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

Application forms are available from:

OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. An outline of the applicant's financial position must be included.

Christopher Parker Memorial Fund

The fund was established through a foundation at the Ontario Institute for Studies in Education (now OISE/UT) to provide a one-time grant to support full-time graduate students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments. Applications will be considered as they are received.

Application forms are available from:

OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

OSOTF - Anne Millar Graduate Student Fellowship

To be awarded to one student each year who is entering the Master of Teaching Program. Financial need must be demonstrated. The award will be given to a student who best exemplifies the following qualities: a demonstrated commitment to the teaching profession and to the education of young people, an understanding of the contemporary education context, positive leadership skills, care and concern for others, fairness and integrity. The same student will be awarded the Anne Millar Graduate Student Fellowship upon entry into year two of the program subject to confirmation by the Master of Teaching academic faculty. Applications are made to the Admissions, Awards and Program Committee at OISE/UT.

The Anne Millar Graduate Student Fellowship

The fellowship will be awarded to the prior year's recipient of the OSOTF - Anne Millar Graduate Student Fellowship upon entry into year two of the Master of Teaching Program, subject to confirmation by the Master of Teaching academic faculty. The student should exemplify the following qualities: a demonstrated commitment to the teaching profession and to the education of young people, an understanding of the contemporary educational context, positive leadership skills, care and concern for others, fairness and integrity. Applications are not required.

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989. Two bursaries of $500 each will be awarded to students in the Child Study and Education program who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Margaret Kidd Award

The fund is designed to provide small grants (normally less than $100) to assist students in the Child Study and Education program in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area.

Applications for grants are accepted in one Fall and one Winter competition. The competition is administered by the I.C.S. Leighton McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community. Preference is given to students in the second year of the Master of Arts in Child Study and Education program.

Interested students should submit a one page proposal by October 15 or February 15 depending on the session in which they plan to attend a conference. The proposal should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Leighton McCarthy Memorial Scholarship Fund

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the university. This residence is now the home of the Institute of Child Study. $500 is awarded annually to one or two second-year students in the Master of Arts in Child Study and Education program. Selection is made by the Leighton McCarthy Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

Robert Seth Kingsley Graduate Student Fellowships

Established in 1998 in memory of Robert Seth Kingsley who was a student in the Laboratory School. A minimum of $500 is to be awarded to one or two students in the M.A. in Child Study and Education program or the M.A./M.Ed. in Human Development and Education program. Awards will be made to students who have completed one or more years of study, on the basis of financial need as well as potential for excellence and leadership in special education, demonstrated by an ability to work with special needs children and to integrate scholarship and practice. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Keith A. McLeod Scholarship

Keith A. McLeod, a professor of education at the University of Toronto for over 25 years, established a scholarship with an award or awards to total $1500 per year. The purpose of the award(s) is to give support to students in graduate studies in education at the University of Toronto (OISE/UT). Specifically, the support is for assisting graduate students in education who are:

a) Focussing their study on culturally oriented community organizations and their educational endeavours, or who are studying the educational roles of libraries, museums, galleries, conservatories, or voluntary associations.

b) Studying the cultural context of a school community or educational communities; examining how schools, museums, libraries and/or similar community institutions or programs reflect or provide for ethnocultural diversity or multiculturalism, antiracism, human rights, and equity, or Canadian culture.

Adjudication of the applications will be based upon how well the above criteria are reflected in the proposal and on the following: clarity of the intent and focus; coherence of the proposal; relevance and applicability; originality and creativity; contribution to the state of knowledge and practice; evidence of theoretical content and analysis; and feasibility.

Application forms are available from:

OISE/UT Student Services Office, 5th floor
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Applicants should submit an application form, a proposal, and at least one letter of reference to the Student Services Office, OISE/UT by March 15.

Ontario Graduate Scholarship Program

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $5,000 per session. Awards will be for two or three consecutive sessions. International students are eligible for this scholarship.

Application forms are available at:

www.osap.gov.ca/NOT_SECURE/ogs.htm

a) For students currently enrolled in a graduate program: applications must be submitted to your department by the deadline. The deadline, usually mid-October for the following academic year, will be announced by the Student Services Office in the Fall.

b) For prospective full-time graduate students:
Applications should be submitted to the
Ontario Graduate Scholarship Program
Student Support Branch
Ministry of Training, Colleges and Universities
189 Red River Road, 4th floor
P.O. Box 4500, Station P
Thunder Bay, Ontario P7B 6G9

The deadline for submitting applications for the following academic year is set by the Ministry of Training, Colleges and Universities.

Social Sciences and Humanities Research Council of Canadian Doctoral Fellowships

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Scholarships had a value of $17,700 in 2002/2003.

Application forms are available at: www.sshrc.ca.

a) For students currently enrolled in a graduate program, applications must be submitted to your department by the deadline. The deadline, usually mid-October for the following academic year, will be announced by the Student Services Office in the Fall.

b) For prospective full-time students, applications must be postmarked November 15 for the following academic year.

Ontario English Catholic Teachers' Association Scholarships and Fellowships - $7,000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study up to amounts of $10,000 each. It also offers three fellowships for Religious Studies in the amounts of $10,000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Application forms are available from:

Michael Haugh
Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8

Applications must be submitted by April 1.

The William Pakenham Fellowships:

Two Awards - $5,000 Each

Recipients of these awards must pursue full-time study in education in the Fall and Winter Sessions in which they hold the award at the University of Toronto, or at some other university approved by OISE/UT. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from:

OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is March 15.

Ontario Secondary School Teachers' Federation (OSSTF) - Scholarships and Awards

These awards, totalling $26,900 include the Brick Robb Memorial Scholarships for Educational Research, the Dr. S.G.B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Fellowship, the J.W. Ansley Memorial Award for Educational Research, the OSSTF Educational Enhancement Scholarship (for first undergraduate degree or diploma). All awards are granted only to current OSSTF members in good standing.

Application forms are available from:

Scholarship Committee
Ontario Secondary School Teachers' Federation
60 Mobile Drive
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

OISE/UT Emergency Bursary

Student Services has bursary funding for students in financial need. Students are expected to apply for OSAP first. Those in exceptional circumstances, or who are ineligible for assistance from OSAP, will be considered on a case-by-case basis. Bursary applications are considered monthly and are presented to the bursary committee anonymously (the committee is privy to the expenses and resources on your application, but not your name). Applicants will be contacted for an appointment to discuss their applications.

Applications are available from:

OISE/UT Student Services Office, 5th floor
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Emergency Student Loans

Full-time students in need of financial assistance may apply for an OISE/UT Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and that they have the ability to repay the loan in a timely manner.

Further information is available from:

OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. OISE/UT students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, ***'Getting There'***. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council (SAC), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at registration.

OISE/UT Services and Facilities

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Users will have access to:

- ✦ a specialized collection in the field of education including:
  - extensive reference materials
  - over two thousand journal titles
  - complete microfiche holdings of the ERIC and ONTERIS document series.
  - materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - Ministry of Training, Colleges and Universities documents
  - school board curriculum materials, textbooks and content resources used in Ontario schools
  - a representative collection of children's literature
  - a varied and extensive collection of computer software, video-tapes, films, slides, kits, cassettes and other materials
  - specialized collections of modern language, Franco-Ontarienne and women's materials
  - many electronic sources, including CD-ROMs, online databases and electronic full-text journals.
- ✦ a collection of over 8 million items located in the numerous libraries of the University of Toronto Library System
- ✦ a wide range of Internet resources including remote library catalogues
- ✦ reference assistance in accessing information for their courses, research or practice teaching assignments
- ✦ comprehensive instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- ✦ a variety of computers which support standard productivity tools, specialized research software, and teaching/learning resources
- ✦ face-to-face and mediated learning opportunities, and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- ✦ a variety of multimedia production and viewing resources, including support for telecommunications, interactive video and computer graphics
- ✦ learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, e-mail and the World Wide Web
- ✦ other university resources to meet their information and technological needs.

More information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the main site of the Education Commons at 252 Bloor Street West, or at any of its other sites throughout OISE/UT.

Location: 252 Bloor Street West, 3rd Floor
Hours: Contact the following areas
Telephones:
- ✦ Education Commons Reception
  416-923-6641 ext. 2763
- ✦ Information Resources and Services
  Circulation Desk: 416-926-4719
  Reference Desk: 416-926-4718

Website: www.oise.utoronto.ca/ec

Graduate Students Association

The Graduate Students' Association (GSA) of OISE/UT is the official graduate student government at OISE/UT and is affiliated with the Graduate Students' Union of the university. All OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE/UT.

Location: 252 Bloor Street West, Room 8-105
Telephone: 416-923-6641 ext. 4724
E-mail: gsa@oise.utoronto.ca

Indigenous Education Network (IEN)

The IEN is a self determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE/UT; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Location: Room 7-191, 252 Bloor Street West
Telephone: 416-923-6641 ext. 2286
E-mail: ien@oise.utoronto.ca
Website: www.oise.utoronto.ca/other/ien/ienpage.html

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students' Association (ISA)

OISE/UT's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE/UT. It helps international students become inextricably woven into the fabric of the OISE/UT community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: 416-926-4733
E-mail: isa@oise.utoronto.ca

Kidspace Inc. Daycare

Kidspace Inc. Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, 1st Floor
Telephone: 416-926-4702.
Fax: 416-926-4725
E-mail: rrakoff@oise.utoronto.ca

OISE/UT Alumni Association

The OISE/UT Alumni Association is located in the Development and Alumni Affairs Office.

Contact: Office of Development and Alumni Affairs
Location: 252 Bloor Street West, Room 12-101
Telephone: 416-923-6641 ext. 2234

Research Consulting Service

The Department of Curriculum, Teaching and Learning provides a free consulting service to OISE/UT students and staff involved in research projects. Consultation topics may include research methodology, questionnaire design, data processing, graphics, qualitative analysis techniques, statistical procedures, software use, results writeup, etc. Short non-credit workshops are offered on research-related software: data entry, SPSS, and qualitative software packages. Appointments must booked in advance by calling the number above, while drop-in advice is available daily in the Education Commons lab #6 between 3:00 and 4:00 p.m. weekdays.

Head: Susan Elgie
Location: 252 Bloor Street West, Room 11-250
Hours: Drop-in advice - 3:00 to 4:00 p.m.
Monday to Friday in lab #6, Room 3-320
Telephone: 416-923-6641 ext. 2601
E-mail: resconsult@oise.utoronto.ca

Student Services Office (OISE/UT)

The Student Services Office provides individual student counselling on financial matters, loans and bursaries. The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE/UT. Special services to students with a disability are coordinated through this office.

Acting Director: Malcolm Levin
Manager: Allan Shatzky
Location: 252 Bloor Street West, Room 5-103
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: fcis.oise.utoronto.ca/~stuserv

University-wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House, located in the Borden Building North at 563 Spadina Avenue, houses the Office of Aboriginal Student Services and Programs (OASSP), founded in 1992, and the Native Students Association. The House provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House. First Nations House provides a home for Aboriginal people on campus, a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Contact: Office of Aboriginal Student
Services and Programs
Location: First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone: 416-978-8227
Fax: 416-978-1893

Accessibility Services for Students

The mandate of Accessibility Services is to facilitate the inclusion of students with disabilities and chronic health conditions into university life. Students first meet with an intake counsellor to discuss their individual needs. Where appropriate and for those eligible, students may then be referred to one of the professionals on staff, such as the Adaptive Equipment Consultant, Learning Disability Specialist, Psychologist or Occupational Therapist to establish strategies and determine accommodations for academic success. All discussions are confidential and information is disclosed only with permission of the student.

Location: Robarts Library, 1st Floor
130 St. George Street
Toronto, Ontario M5S 1A5
Telephone: 416-978-8060, (Voice)
T.D.D.: 416-978-1902
Fax: 416-978-8246
E-mail: accessibility.services@utoronto.ca
Website: www.disability.sa.utoronto.ca

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2002/03, excluding tuition:

Accommodation	$7,000
Books/Supplies	.880
Clothing	.650
Food	3,800
Health insurance (UHIP) (international students)	.702
Local transportation	864
Miscellaneous	.3,500
TOTAL	**$17,596**

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing as well as other information a student might need to assist in locating and arranging suitable student housing.

The Student Housing Service provides brochures on the legal rights and responsibilities of landlords and tenants, city and campus maps, transit information, as well as lists of temporary housing, independent residences and childcare facilities near campus, moving companies, and food services.

✦ On-Campus Housing

Residences for single, graduate and undergraduate students are located on all three campuses of the University. You should contact the residence directly to inquire about application.

✦ Family Housing

The St. George campus has two high-rise buildings that provide unfurnished apartments to full-time University of Toronto students with families.

✦ Off-Campus Housing

The Student Housing Service maintains a registry of housing ads for students which are posted daily. You should begin your search about three weeks prior to your intended date of occupancy. Landlords rarely advertise more than two months prior to the occupancy date. Usually it should take no more that two weeks to find suitable accommodation.

NOTE: Since off-campus accommodation is not inspected, the quality cannot be estimated or guaranteed. Therefore it is very important for students to meet with the landlord and inspect the premises before entering any agreement.

Students needing more information regarding their student housing options should contact the Student Housing Service at:

✦ St. George Campus
Location: Koffler Student Services Centre, 2nd floor
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
Website: www.eir.library.utoronto.ca/StudentHousing/

✦ Erindale Campus: 905-828-5286
✦ Scarborough Campus: 416-287-7365

Career Centre

The Career Centre offers a variety of services to meet the career planning and employment needs of graduate students pursuing academic and non-academic careers. Students pursuing academic careers are encouraged to register with the Graduate Dossier Service; a depository for confidential application material. Career counselors are available to meet with all students, one-on-one or in a workshop setting, to discuss career development and employment search plans including c.v. critiques. Additionally, the Career

Centre has an extensive collection of academic and non-academic career and employment related information in the Career Resource Library - the largest in Canada, a Resume Clinic, practice interview sessions and an online employment listing service. Tailored career development presentations can also be arranged and delivered at specific departments through our student outreach service.

Location: Koffler Student Services Centre
214 College Street,
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 21 Sussex Avenue, 2nd Floor
Telephone: 416-978-1485
Website: www.utoronto.ca/police/safetycoord.html

Family Care Office

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most appropriate on or off campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: Koffler Student Services Centre, 2nd floor
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-978-0951
Fax: 416-946-5466
E-mail: family.care@utoronto.ca
Website: www.library.utoronto.ca/familycare

Hart House

All OISE/UT students are automatically members of Hart House. Come in and enjoy a wide variety of social, cultural and athletics programs - indoor track, swimming pool, Nautilus circuit, fitness and instructional classes, remarkable art gallery, fantastic music and free concerts, great debates and 30+ clubs and committees from bridge to yoga. All in one magnificent building that is open to welcome you 365 days a year. Travel to Hart House Farm in the Caledon Hills.

Enjoy fresh food in the Arbor Room, an excellent lunch or Sunday brunch in the Gallery Grill, book an event or meeting (the catering service is unsurpassed), or simply find a quiet place to read or relax. Make Hart House your 'home away from home'.

Telephone: 416-978-2452
Website: www.utoronto.ca/harthouse

Health Services

Medical and psychiatric services are available at the University Health Services, Koffler Student Services Centre, 214 College Street. The Medical Clinic also offers its services to spouses or partners. Sports injury services are under the auspices of the Department of Athletics and Recreation.

All students need health insurance coverage - for example, OHIP, other provincial plans, CIDA, Commonwealth, UHIP, or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. The University Health Insurance Plan (UHIP) is compulsory for international students. Please contact the International Student Centre (see below) for UHIP information.

Location: Koffler Student Services Centre
214 College Street
Telephone:
- Medical Clinic, 416-978-8030
- Psychiatric Division, 416-978-8070
- Sports Injury, 416-978-7376

E-mail: health.services@utoronto.ca
Website: www.utoronto.ca/health

International Student Centre (ISC)

All members of the university are invited to use the facilities and services of the Centre and take part in ISC programs. Services include: counselling and assistance with problems arising from cultural differences, information about work or study opportunities abroad and English conversation classes. Services especially for international students include a reception service and orientation events for newcomers and ongoing assistance with a variety of non-academic concerns (e.g. immigration, health insurance [UHIP], tax). ISC also organizes socio-cultural activities such as trips, cultural evenings, international days, career and scholarship information sessions, etc.

Location: 33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: 416-978-5646
E-mail: isc.information@utoronto.ca
Website: www.library.utoronto.ca/www/isc/

Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office

The University of Toronto is committed to providing equality and opportunities for all, by providing a safe, welcoming, working and learning environment that is free of discrimination and harassment against lesbians, gays, bisexuals, transgendered and queer people. All students, employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered by the University with the same freedom as heterosexuals.

Location: Koffler Student Services Centre
214 College Street, Room 302
Telephone: 416-946-5624
Fax: 416-971-2037
E-mail: lgbtq.resources@utoronto.ca
Website: www.sa.utoronto.ca/details.php?wcid=73

Race Relations and Anti-Racism Initiatives Office

Established as a permanent office in January 1993, the Race Relations and Anti-Racism Initiatives Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 21 Sussex Ave.
Telephone: 416-978-1259
Fax: 416-946-8296
Website: www.library.utoronto.ca/www/equity/rrr.htm

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which crates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. The policy covers complaints of harassment based on sex or sexual orientation, sets out a formal resolution procedure and provides for mediation, counselling and public education. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 40 Sussex Avenue, 3rd floor
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.library.utoronto.ca/www/equity/sxh.htm

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

The Status of Women Office produces an electronic newsletter (Women on the Wire - WOW) with information on events and brief articles on issues and topics of interest. WOW can be accessed through the website of the Status of Women Office, the Equity Issues Advisory Group or the University of Toronto.

Location: Office of the President, Simcoe Hall
Telephone: 416-978-2196
Fax: 416-971-2295
E-mail: status.women@utoronto.ca
Website: www.library.utoronto.ca/wow/
OR: www.library.utoronto.ca/www/equity/stw.htm

Policies and Regulations

NOTE: Students should consult the 2003/04 ***School of Graduate Studies Calendar*** when it becomes available, or visit the website **<www.sgs.utoronto.ca>** for full details on the following policies and for additional Policies and Regulations governing graduate studies at the University of Toronto, e.g.:

- ✦ Research Ethics
- ✦ Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- ✦ Code of Student Conduct
- ✦ Intellectual Property

Grading Practices

The OISE/UT Graduate Studies Grading Practices falls within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and has the following features:

A. Evaluation Procedures

1) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

2) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

3) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

4) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

5) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

6) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE/UT department, the student may make an appeal through the Associate Dean of Division II of the School of Graduate Studies (see Student Appeals on the following page).

Any student whose work is judged to be unsatisfactory by OISE/UT may be required to withdraw at any time.

B. Conditions for Final Standing

1) The grading system has a primary classification of **A, B,** and **FZ**, which have the following meanings:
   - **A**: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
   - **B**: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
   - **FZ:** glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

2) The instructor is asked to make secondary distinctions within the first two classes, **A** and **B**, by using **+** and **-** to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A-; B+, B, B-; or FZ.

3) A small number of graduate courses, graded as Credit/No Credit (CR or NCR) are offered at OISE/UT. Such courses must have the prior approval of OISE/UT and the School of Graduate Studies before they can be offered in this manner.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts. All grade revisions must be submitted to the School of Graduate Studies according to these revised grading procedures.

INC-Incomplete: Assigned as a final report by a graduate unit review committee or SGS Associate Dean on the basis of incomplete course work in special circumstances (e.g., medical reasons or when there are no grounds for assigning a failing grade). INC carries no credit for the course and is not considered for averaging purposes.

IPR-In Progress: Assigned by the instructor as the report for a course which is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment period. IPR carries no credit for the course and is not considered for averaging purposes.

SDF-Standing Deferred: Assigned by a graduate unit review committee to a student who has been granted an extension for the completion of course work beyond the SGS deadline for completion of course work, pending receipt from the instructor of a final course report. A final course report is due no later than the SGS deadline for completion of course work and grade submission following the original one for the course. If, by that date, a final grade is not available and the student has not submitted the outstanding course work, then the report of 'SDF' will be replaced by a final report of 'INC'. SDF carries no credit for the course and is not considered for averaging purposes.

WDR-Withdrawal without academic penalty: Assigned by the graduate unit review committee, when there are extenuating circumstances, upon approval of the student's request for late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP-Exemption: Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

NOTE: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

Student Appeals

Should a dispute arise over an academic or procedural matter, OISE/UT and the university offer students a formal appeals procedure.

The student appeals process consists of five levels:

1. The first level involves dialogue with the immediate source of the disagreement (typically the instructor).
2. If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE/UT department or unit.
3. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies.
4. Subsequently, cases may be taken to the Graduate Academic Appeals Board of the School of Graduate Studies no later than six months after the decision being appealed has been communicated in writing to the appellant. Instructions and forms for an appeal may be obtained from the Secretary to the Graduate Academic Appeals Board.
5. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days after the decision being appealed has been communicated, in writing, to the appellant.

Further information on the appeals procedures is available from the OISE/UT Registrar's Office, Graduate Studies Registration Unit, or from a department chair. See also the ***School of Graduate Studies Calendar***. At any stage, students have the right to appeal to:

The Office of the Ombudsperson
University of Toronto
222 College Street, Suite 161
Toronto, Ontario M5T 3J1
Telephone 416-978-4874
E-mail: ombuds.person@utoronto.ca
Website: http://www.utoronto.ca/ombudsperson/

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment) See also page 173.

- Statements of results and/or official transcripts of record will not be issued.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

Academic Staff (as of January 2003)

Please consult individual departmental sections for academic details and interests of staff - AECP (page 31); CTL (page 54); HDAP (page 96); SESE (page 117); TPS (page 131)

Abbey-Livingston, Diane, AECP
Acker, Sandra, SESE, TPS
Ahia, Francis, CTL
Aitken, Johan L., CTL
Allen, Guy, CTL
Alvi, Sabir A., AECP
Anderson, Andy, CTL
Anderson, Stephen, TPS
Antone, Eileen, AECP
Arnold, Mary Louise, HDAP
Astington, Janet, W. HDAP
Atkinson, Lesley, HDAP
Austin, Zubin, TPS
Axelrod, Paul, TPS

Baker, Janice, HDAP
Barrera, Maru, HDAP
Baryshrik, Janice, HDAP
Bascia, Nina, TPS
Batty, Helen P. TPS
Baurdikoff, Alan, HDAP
Beattie, Mary, CTL
Beck, Clive M., CTL
Begley, Paul T., TPS
Bélanger, Nathalie, CTL, SESE
Bell, Stephen, TPS
Bencze, John Lawrence, CTL
Benner, David G, HDAP
Bennett, Barrie, CTL
Benson, Nancy, HDAP
Bereiter, Carl, HDAP
Bernhard, Judith, HDAP
Bickmore, Kathy, CTL, SESE
Biemiller, Andrew, HDAP
Bildfell, Gale, AECP
Blanchard, Ray, AECP
Bogdan, Deanne, CTL, TPS
Bohr, Yvonne, HDAP
Booth, David, CTL
Bowers, Arnold, CTL
Boyd, Dwight R., TPS
Brecher, Diana R., AECP
Brett, Clare, CTL
Brown, Ian, HDAP
Brown, Russell M., CTL
Bruto, Venera, HDAP
Burstow, Bonnie, AECP
Byrne, P. Niall, TPS

Cameron, Linda, CTL
Campbell, Colin, AECP
Campbell, C. Elizabeth, TPS
Caravias, Mary, HDAP
Carmichael, Isla, AECP
Caspary, Art, HDAP
Cassidy, Anne, HDAP
Cassie, J.R. Bruce, AECP
Casteels-Reis, Theresa, AECP
Caswell, Bev, HDAP
Chen, Charles P. , AECP
Childs, Ruth A., CTL
Churchill, Stacy, CTL
Cohen, Rina S., CTL
Cole, Ardra, AECP
Cole, Ester, AECP, HDAP
Comay, Julie, HDAP
Conle, Carola, CTL
Connelly, F. Michael, CTL
Cooper, Karyn, CTL
Corter, Carl, HDAP
Crook, Bonnie, HDAP
Cumming, Alister, CTL, HDAP
Cummins, James P., CTL
Cusimano, Michael, TPS

Danesi, Marcel, CTL
Darroch-Lozowski, Vivian, CTL
Datnow, Amanda, TPS
Davie, Lynn E., CTL
Davis, John E., TPS
Dehli, Kari, SESE
Dei, George J. S., SESE
Denisoff, Eilenna, AECP
Diamond, C. T. Patrick, CTL
DiFranco, Michael, HDAP
Dillabough, Jo-Anne, CTL
Draper, James A., AECP
Ducharme, Joseph, HDAP
Durand, C., HDAP

Earl, Lorna M., CTL, TPS
Eichler, Margrit, SESE
Evans, D. Mark, CTL

Farrell, Joseph P., AECP, CTL
Feak, Marcus, AECP
Ferrari, Michel, HDAP
Feuerverger, Grace, CTL
Fisher-Brillinger, Margaret, AECP
Fitznor, Laara, AECP
Flint, Betty, HDAP
Folson, Rose Baaba, SESE
Ford, Maureen, TPS
Fraser, Don, CTL
Freeman, S., HDAP
Frenette, Normand J., CTL
Friedland, Judith, HDAP
Fullan, Michael, SESE

Gagné, Antoinette, CTL
Galbraith, Donald I, CTL
Gallagher, Kathleen, CTL
Gamlin, Peter, AECP
Garson, Chrystelle, HDAP

Garth, David, CTL
Gérin-Lajoie, Diane, CTL
Geva, Esther, CTL, HDAP
Gillies, Laurie A., AECP
Gillis, J. Roy, AECP
Gilmour-Barrett, Karen, AECP
Girolametto, Luigi, HDAP
Giroux, Roy F., TPS
Gitari, Wanja, CTL
Goldstein, Tara, CTL
Gouse-Sheese, Janice, HDAP
Grusec, Joan, HDAP
Guttman, Mary Alice, AECP

Haché, Denis, TPS
Halewood, C., HDAP
Halpern, Norman, AECP
Hamel, Caroline, HDAP
Hamovitch, Gregory, AECP
Hamstra, Stanley John, TPS
Hanna, Gila, CTL
Hannay, Lynne, CTL, TPS
Hardacre, Jennifer, HDAP
Harley, Birgit, CTL
Hart, Douglas, AECP
Harvey, Edward B., SESE
Hatton, Michael J., TPS
Hayhoe, Ruth E.S., TPS
Heller, Monica, SESE
Helms-park, Rena, CTL
Helwig, Charles, HDAP
Henderson, G.E., CTL
Hennessy, Carol, HDAP
Herbel-Eisenmann, Beth, CTL
Hersen, R., HDAP
Hewitt, James G., CTL
Hickcox, Edward S., TPS
Hidi, Suzanne E., CTL
Hildyard, Angela, HDAP, TPS
Hilliard, Robert, TPS
Hodson, Derek, CTL
Holloway, Robin, HDHowe, Nina, HDAP
Humphries, Thomas W., HDAP
Hunt, David, AECP

Iseke-Barnes, Judy, SESE

Jackson, Nancy S. AECP
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Jasper, Karin R, AECP
Jenkins, Jenny, HDAP
Johnson, Carla, HDAP
Jones, Glen A., TPS
Jordan, Anne, CTL, HDAP
Josefowitz, Nina, AECP
Joshee, Reva, TPS

Kamrad, Jack, HDAP
Kanaganayakam, C., CTL
Keating, Daniel, HDAP
Kelly, Brendan, CTL
Kilbourn, Brent S., CTL, TPS
Kimel, J., HDAP
Knowles, J. Gary, AECP
Kooy, Mary, CTL
Kosnik, Clare, CTL
Kuzmich, Natalie, CTL

Labrie, Normand, CTL
Laden, Berta Vigil, TPS
Laiken, Marilyn, AECP
Lam, Tony C.M., CTL
Lang, Daniel W., TPS
Lapkin, Sharon, CTL
Lau, Mark, AECP
Lawton, Stephen B., TPS
Lee, Patrick, HDAP
Leithwood, Kenneth A., TPS
Leitner, Karen, HDAP
Lenskyj, Helen, SESE
L'Espérance, N., HDAP
Levine, David, TPS
Lewis, Marc, HDAP
Lindsay, Peter, HDAP
Lingard, Lorelei, TPS
Link, Nancy, HDAP
Livingstone, David W., AECP, SESE
Logan, Robert K. CTL

MacDonald, Patti, HDAP
Mackay, Sherri, AECP, HDAP
Magnusson, Jamie-Lynn, TPS
Mamuza, Joelle, AECP
Manassis, Katherine, HDAP
Marino, Charles, AECP
Martin, Darcy, AECP
Martindale, M., HDAP
Mascall, Blair, TPS
Mason, Jean S., CTL
Matthews, Dona, HDAP
Mayer, Hanna, AECP
McDougall, Douglas E., CTL
McDougall, I.C., CTL
McGhie-Richmond, Donna, CTL
McIntyre, Maura, AECP
McLean, Heather, AECP
McLean, Leslie D., CTL
McLean, Mona, HDAP
McLean, Robert S., CTL
McLean, Ruth W., AECP
McLeod, Keith, AECP
McMain, Shelley, AECP
Meade, Edward, AECP, HDAP
Mendlowitz, Sandra, HDAP
Messina, R., HDAP
Miezitis, Solveiga, AECP, HDAP
Miles, Angela R., AECP
Miller, Jack, CTL
Minsky, Sam, AECP
Mirchandani, Kiran, AECP
Misgeld, Dieter, TPS
Mockler, Susan, HDAP
Mojab, Shahrzad, AECP
Moodley, Roy, AECP
Moore, Chris, HDAP
Morgan, Cecilia, TPS
Morgan, Robert J., CTL
Morley, Elizabeth, HDAP
Morrell-Bellai, Tammy, AECP
Moss, Joan, HDAP
Mundy, Karen, AECP
Murray, H., CTL
Murray, S., HDAP
Musella, Donald F., TPS
Musselman, Carol, HDAP
Muzzin, Linda, TPS

Nagy, Philip, CTL
Ng, Roxana, AECP, SESE, TPS
Nieswandt, Martina, CTL

Nifakis, Debbie, AECP
Nishisato, Shizuhiko, CTL
Norman, Geoffrey, TPS

Oatley, Keith, HDAP
O'Banion, Terry, TPS
Olson, C. Paul, SESE
Olson, David R., HDAP
O'Sullivan, Edmund V., AECP

Padro, Susan, TPS
Pan, Julia, TPS
Pascal, Charles, TPS
Pedretti, Erminia, CTL
Pelletier, Janette, HDAP
Percy, C, CTL
Percy, John R., CTL
Perlman, Michal, HDAP
Perlman, Nitza, HDAP
Perrin, John, AECP
Perry, Adrienne, HDAP
Persad, Schrine, HDAP
Peskin, Joan, HDAP
Peterson, Shelley, CTL
Peterson-Badali, Michele, HDAP
Picard, Erin, HDAP
Pierson, Ruth Roach, SESE, TPS
Piran, Niva, AECP
Poldre, Peeter, TPS
Portelli, John, TPS
Prentice, Alison, TPS
Prichard, J. Robert S., TPS

Quarter, Jack, AECP, SESE
Quazi, Saeed, TPS

Razack, Sherene H., SESE
Rector, Neil A., AECP
Reeve, Richard, HDAP
Regehr, Glenn, HDAP, TPS
Reibetanz, J.H., CTL
Reitav, Jaan, AECP
Reynolds, Cecilia, TPS
Reznick, Richard K., TPS
Richmond, Betty Jane, AECP
Rockhill, Kathleen, SESE
Rolheiser, Carol, CTL
Ross, John A., CTL
Rothman, Arthur I., TPS
Rothstein, Marsha, AECP
Rovet, Joanna, HDAP
Rusak, Stephen T., TPS
Russell, H. Howard, CTL
Ryan, James J., TPS

Sandor, Paul, AECP
Sandwell, Ruth, TPS
Sawchuk, Peter, SESE
Scardamalia, Marlene, CTL, HDAP
Scarfo, Nick, HDAP
Schachar, Russell, HDAP
Schellenberg, Glenn, HDAP
Schmuckler, Mark, HDAP
Schneider, Margaret S., AECP
Schugurensky, Daniel, AECP
Schwenger, S., HDAP
Schwartz, Michael, AECP
Scott, Katreena, HDAP
Seccombe, Wallace, SESE
Selby, David, CTL
Seligman, Sheldon, HDAP
Seller, Wayne, CTL
Shackel, Denis, HDAP
Shafrir, Uri, HDAP
Shaw, Robin, HDAP
Shore, Lesley, CTL
Silver, Judith A., AECP
Silvers, Ronald, CTL
Simmonds, J., HDAP
Simon, Roger I., CTL, SESE
Skolnik, Michael L., TPS
Slonim, Dalia, AECP
Smith, Dorothy E., SESE
Smith, R., HDAP
Smyth, Elizabeth M., CTL, TPS
Spada, Nina, CTL
Stanovich, Keith E., CTL, HDAP
Stanovich, Paula, CTL
Stephenson, C., HDAP
Stermac, Lana, AECP
Stewart, Dermot, HDAP
Stewart, Malcolm J., AECP
Stiegelbauer, Suzanne, CTL
Swain, Merrill K., CTL
Sykes, Heather, CTL

Tan-Willman, Conchita, HDAP
Tannock, Rosemary, HDAP
Taylor, Margot, HDAP
Ten Kortenaar, N., CTL
Thiessen, Dennis, CTL
Thomas, Alan, AECP
Toneatto, Anthony, HDAP
Toner, Brenda, AECP
Tough, Allen M., AECP
Townsend, Richard G., TPS
Traub, Ross E., CTL
Trehub, Sandra, HDAP
Trifonas, Peter, CTL
Troper, Harold M., TPS
Trotz, D. Alissa, SESE

Volpe, Richard, HDAP

Wahlstrom, Merlin W., CTL
Walcott, Rinaldo, SESE
Wane, Njoki Nathani, SESE
Warner, Ronald E., AECP
Watson, Cicely, TPS
Watson, Jeanne E. AECP
Webster, Christopher, AECP
Weininger, Otto, AECP
Weininger, E., HDAP
Wiener, Judith, HDAP
Wilkinson, Joyce A., CTL
Willows, Dale M., CTL, HDAP
Wilson, David N., CTL, TPS
Wilson, Robin J., AECP
Winter, Eileen, CTL, HDAP
Wolfe, Elgin, CTL
Wolfe, Richard G., CTL
Woodruff, Earl, CTL, HDAP
Worling, James, HDAP

Yuen, Sandra, AECP

Zelazo, Philip, HDAP
Zuker, Kenneth, HDAP
Zuker, Marvin A., TPS

Officers of the University
2003/2004 (partial list)

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S.G. Zaky, B.Sc., M.A.Sc., Ph.D.

Vice-Provost, Relations with Health Care Institutions
C.D. Naylor, M.D., D.Phil., F.R.C.P. (C)

Vice-Provost, Space and Facilities
R.D. Venter, B.Sc., M.Eng., Ph.D.

Vice-Provost, Students
D.H. Farrar, M.Sc., Ph.D.

Assistant Provost and Special Assistant
L. Lewis, B.A., M.I.St.

Secretary of the Governing Council
L. Charpentier, B.Sc., M.B.A.

Director, Office of the President and Assistant Vice-President
B. FitzPatrick, B.A., M.A., Ph.D.

Assistant Vice-President, Alumni and Development
R. Frankle, B.A.

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P. Munsche, B.A., M.A., Ph.D.

Chief Librarian
C. Moore, B.A., M.L.S.

University Registrar
K.J. Swift, B.Sc., M.Ed.

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Cover, designed by Claire Alleyne and Celeste Lemire, includes the OISE/UT logo and the names of the OISE/UT departments and their programs.

Adult Education and Counselling Psychology
Curriculum, Teaching and Learning
Human Development and Applied Psychology
Sociology and Equity Studies in Education
Theory and Policy Studies in Education

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sychology • curriculum • educational administration • h
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evelopment • adult education • child study and educa
ounselling psychology • curriculum • educational adr
ration • higher education • history and philosoph
ducation • human development and curriculum • h
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easurement and evaluation • school and clinical
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OISEUT

Ontario Institute for Studies in Education
of the University of Toronto

Graduate Studies in Education

2004/2005 Bulletin

Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

Graduate Studies in Education

2004/2005 Bulletin

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Important Notices

Applications/Admissions

OISE/UT cannot undertake to recommend for admission every applicant who meets the minimum admission requirements.

Changes to Fees

At time of publication, the 2004/2005 fees schedule has not yet been established; the amounts quoted in the Fees section, pages 184 - 186, are from the 2003/2004 schedule. The University reserves the right to alter the fees and other charges described in this *Bulletin*.

Changes in Programs of Study and/or Courses

The programs of study that our ***Bulletin*** lists and describes are available for the year(s) to which the ***Bulletin*** applies. They may not necessarily be available in later years. If the University or OISE/UT must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE/UT, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Course Deadlines, Prerequisites, Limits

Students should note the deadline for course selection (see Sessional Dates and Deadlines, pages 10 - 15). There are enrolment limits, as well as prerequisites, for certain courses, with the result that it will not always be possible for students to gain admission to the course of first choice.

NOTE: Students with conditions of admission outstanding will not be permitted to select courses.

Enrolment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs of study to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs of study, courses, or sections listed in the ***Bulletin***, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

English Language Facility

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English. Language proficiency requirements are detailed on pages 31 - 32.

Full-Time/Part-Time Course Load

Six half-courses ordinarily constitute a full-time program of study in the Fall and Winter Sessions (typically three in each session). Each half-course normally meets for thirteen weeks of two and one-half hour classes per week or for twelve weeks of three-hour classes per week. A full course normally meets for two sessions. Two half-courses constitute a full-time program of study in each term of the Summer Session - May/June and July/August. Each half-course normally meets for six hours a week.

Students wishing to change their status must submit a written request to the Registrar's Office, Graduate Studies Registration Unit. **Restrictions may apply.**

Person I.D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I. D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I. D. numbers.

Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. In applying to OISE/UT, the student assumes certain responsibilities to the University and to OISE/UT and, if admitted and registered, shall be subject to all rules, regulation and policies as amended from time to time.

In addition, all graduate degree programs are subject to the academic regulations of the University of Toronto, School of Graduate Studies (SGS). For full details, applicants and students are advised to consult the ***School of Graduate Studies Calendar*** or visit their website **<www.sgs.utoronto.ca>**.

History and Function of OISE/UT

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

History

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers in Ontario. In 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College. In 1906, Faculties of Education were organized at the University of Toronto and at Queen's University to educate secondary teachers, following the recommendation of a Royal Commission that the education of teachers "is best performed where theory and practice can be made to supplement each other."

The Faculty of Education at the University of Toronto offered professional secondary school courses in pedagogy. The Faculty established the University of Toronto Schools (UTS) in 1910, to serve as a laboratory school in order to improve the practical and experimental aspects of its program, In 1926, the St. George's School of Child Study, became the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres.

In 1920, the Faculty of Education at Toronto was designated the Ontario College of Education (OCE), University of Toronto. During a period of forty-five years, the OCE was the sole institution in the province for the preparation of secondary school teachers. During these years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946. It also included a department of Graduate Studies and Research.

In 1965, a special act of the Ontario legislature established the Ontario Institute for Studies in Education to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. In 1966, the departments of Graduate Studies and Research were transferred from OCE to the Ontario Institute for Studies in Education (OISE), while teacher education remained at the University of Toronto, in a restructured and renamed College of Education with its own College Council and Advisory Board. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT).

In general, OISE and FEUT each pursued their mandates and activities separately after 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration. In 1976, ICS began offering a two-year child development-based initial teacher education program.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees. Most courses were offered on campus, but about 25 per year were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

OISE was also a major centre of educational research and development in Canada with a professional research staff to assist in carrying out its research and development mandate. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues through its seven academic departments. It developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

In February 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field. Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys all the rights and responsibilities pursuant to its status as a university faculty. Its five departments: Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Human Development and Applied Psychology; Sociology and Equity Studies; and Theory and Policy Studies in Education, are members of Division II (Social Sciences) of the University's School of Graduate Studies.

In response to a recommendation from the Royal Commission on Learning "that the consecutive program for teacher education be extended to two years," and an endorsation of this recommendation by the Ministry of Education and Training, OISE/UT developed an M.T. program which began in 1996. In 2004, UTS became an independent ancillary corporation within the University of Toronto, with its own Board of Directors.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Deans of OISE/UT

M.G. Fullan	1996 - 2003
J.S. Gaskell	2003 -

OISE/UT and SGS Administrative Officers (Partial List)

School of Graduate Studies

Michael Marrus, Ph.D.
Graduate Dean, (until June 30, 2004)

Sandra Acker, Ph.D.
Associate Dean, Division II (includes Education)

Carolyn M. Johnston, B.A.
Student Services Coordinator

OISE/UT

Dean's Office

Jane S. Gaskell, Ed.D.
Dean

Glen Jones, Ph.D.
Associate Dean, Graduate Education

Kenneth Leithwood, Ph.D.
Associate Dean, Research (until June 30, 2004)

N. Carol Rolheiser, Ph.D.
Associate Dean, Teacher Education

Endowed Chairs

Daniel Keating, Ph.D.
The Atkinson Charitable Foundation Chair in Early Childhood Development and Education

Marlene Scardamalia, Ph.D.
The Presidents' Chair in Education and Knowledge Technologies

Michael Skolnik, B.Phil.
The William G. Davis Chair in Community College Leadership

Canada Research Chairs

Chris Moore, Ph.D.
Canada Research Chair in Social Cognitive Development

Karen Mundy, Ph.D.
Canada Research Chair in Global Governance and Comparative Educational Change

Keith Stanovich, Ph.D.
Canada Research Chair in Applied Cognitive Science

Rinaldo Walcott, Ph.D.
Canada Research Chair in Social Justice and Cultural Studies

Department Chairs

Lana Stermac, Ph.D.
Adult Education and Counselling Psychology (AECP)

Dennis Thiessen, Ph.D.
Curriculum, Teaching and Learning (CTL)

Janet W. Astington, Ph.D.
Human Development and Applied Psychology (HDAP)

George J. Sefa Dei, Ph.D.
Sociology and Equity Studies in Education (SESE)

Nina Bascia, Ph.D.
Theory and Policy Studies in Education (TPS)

Department Associate Chairs

Jack Quarter, Ph.D.
Adult Education and Counselling Psychology (AECP)

Tara Goldstein, Ph.D.
Curriculum, Teaching and Learning (CTL)

Anne Jordan, Ph.D.
Curriculum, Teaching and Learning (CTL)

Mary Louise Arnold, Ed.D.
Human Development and Applied Psychology (HDAP)

Monica Heller, Ph.D.
Sociology and Equity Studies in Education (SESE)

Cecilia Morgan, Ph.D.
Theory and Policy Studies in Education (TPS)
(on leave until July 1, 2004)

Daniel W. Lang, Ph.D.
Theory and Policy Studies in Education (TPS)
Acting Associate Chair (until June 30, 2004)

Field Centre Heads

Wayne Seller, M.Ed.
Coordinator, Technology-Mediated & Off-Campus Programs, Northwestern Centre

Lynne Hannay, Ph.D.
Midwestern Centre

John A. Ross, Ph.D.
Trent Valley Centre

Registrar's Office

Eucline Claire Alleyne, Ed.D.
Registrar

Kim Holman, B.A.
Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration/Graduation

Susan Hall
Liaison Officer, Graduation

Heather Haslett, B.A.
Liaison Officer, Admissions

Christine Fung
Liaison Officer, (AECP and HDAP)

Linda Pereira
Liaison Officer, (CTL)

Lynn Romero
Liaison Officer, (SESE and TPS)

Advisory Board (as of September 2003)

• Representatives of Teacher Organizations

Ruth Baumann
Ontario Teachers' Federation

Gene Lewis
Elementary Teachers' Federation of Ontario

Roger Régimbal
Association des enseignantes et des enseignants franco-ontariens

Greg Pollock
Ontario English Catholic Teachers' Association

• Representatives of Ontario School Trustee Organizations/Ontario Directors and Superintendents of Education

Diana Anstead
Ontario Public School Boards' Association

Vince Nichilo
Ontario Catholic Supervisory Officers' Association

• Representative of Colleges of Applied Arts and Technology

Robert Gordon
Humber College

• Representative of the Ministry of Education

Suzanne Herbert
Ministry of Education

• Representative of the Ministry of Training, Colleges and Universities

Kevin Costante
Ministry of Training, Colleges and Universities

• Representatives of the Professional, Business and Labour Communities

Suzanne Armstrong
Change Leadership Consultant, Deloite & Touche

Yvonne Chiu
University of Toronto (Scarborough)

The Hon. William Davis
Past Premier of Ontario

John Evans
President Emeritus, University of Toronto
Chair, Torstar and Chair, Allelix

Kenneth Lalonde
Executive Vice-President, CIBC

Monique Landry-Sabourin
P. & M. Sabourin Translation Services

Barbara Stevens-Burns
President, Stevens-Burns Consultants

James Turk
Executive Director, Canadian Association of University Teachers

• OISE/UT Alumni

Inez Elliston
OISE/UT Alumni Association

• Representatives of the Internal Community

Eileen Antone
Faculty

Robert Cook
Staff

Anne Solomon
Student

Jane S. Gaskell (Ex Officio)
Dean

Alister Cumming (Ex Officio)
Chair, Faculty Council

• Decanal Appointments

Kenneth Leithwood
Associate Dean, Research, OISE/UT

Sheldon Levy
Vice-President - Government and Institutional Relations, University of Toronto

Glen Jones
Associate Dean, Graduate Education, OISE/UT

Carol Rolheiser
Associate Dean, Teacher Education, OISE/UT

Sessional Dates and Deadlines

Please note the following:

- ✦ The **Academic Year** is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.
- ✦ In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.
- ✦ Each department may also have deadlines related to these general Sessional Dates and Deadlines.

2004

January 5	Lectures begin for the 2004 Winter Session
January 9	Deadline for registration for students beginning their programs in the 2004 Winter Session. After this date a late registration fee will be charged
January 9	Final date to request a deferral of admission from the 2004 Winter Session to the 2005 Winter Session
January 16	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday • **For Ph.D. - at least eleven working weeks before this date** • **For Ed.D. - at least nine working weeks before this date**
January 16	Grade submission date for the 2003 Fall Session courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
January 16	Deadline for SDF designation for 2003 Summer Session, first and second term courses to be changed to a regular grade, an INC or a failing grade
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2003 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
January 23	Deadline for adding 2004 Winter Session courses
January 30	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council
February 15	Deadline for M.Ed., M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in June if **all** degree requirements, comprehensives and/or research will be completed in the 2004 Winter Session
February 27	Deadline for withdrawing from the 2004 Winter Session and full-year courses without academic penalty

2004 continued

March 5	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2004 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support.
March 5	Final date for Special Students to submit application forms with all pertinent documentation for application to 2004 Summer Session, first term
March 15-19	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 22-26	Registrar's Office begins mailing course selection information for continuing students, for the 2004 Summer Session, 2004 Fall Session and the 2005 Winter Session
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 8	Last day of 2004 Winter Session and full-year lectures
April 9	Good Friday (University closed)
April 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2004 Summer Session, first term courses
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 19	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at June Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
April 25	Deadline for students whose degrees are to be conferred at June convocation to submit the final Ph.D. or Ed.D. thesis
April 30	Continuing students should select courses for the 2004 Summer Session, the 2004 Fall Session and the 2005 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 3	Lectures begin for the 2004 Summer Session, first term
May 7	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2004 Summer Session, second term, **and** the 2004 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support.
May 7	Final date for Special Students to submit application forms with all pertinent documentation for application to 2004 Summer Session, second term **and** the 2004 Fall Session
May 7	Deadline for registration for 2004 Summer Session Independent Study and Research
May 7	Deadline for registration for 2004 Summer Session courses which begin in May
May 14	Deadline for adding 2004 Summer Session courses which begin in May
May 16	Grade submission date for 2004 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date

2004 continued

May 16	Deadline for SDF designation for 2003 Fall Session courses to be changed to a regular grade, an INC or a failing grade
May 24	Victoria Day (University closed)
June 2	June Convocation - M.A., Ph.D. (2:30 pm)
June 3	June Convocation - M.Ed., Ed.D. (2:30 pm)
June 4	Deadline for dropping 2004 Summer Session, first term courses
June 9	Deadline for adding 2004 Summer Session, second term courses **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
June 14	Last day of 2004 Summer Session, first term lectures
June 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2004 Summer Session, second term courses
June 18	June Convocation - M.A.(T), M.T. (10:00 am)
July 1	Canada Day (University closed)
July 2	University closed
July 5	Lectures begin for the 2004 Summer Session, second term
July 5	Deadline for M.Ed., M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in the Fall if **all** degree requirements will be completed in the 2004 Summer Session
July 9	Deadline for registration, without late fee, for 2004 Summer Session, second term
July 9	Deadline for dropping 2004 Summer Session, May to August courses
July 9	Final date to request a deferral of admission from the 2004 Summer Session to the 2005 Summer Session
July 16	Deadline for adding 2004 Summer Session, second term courses
July 30	Deadline for dropping 2004 Summer Session, second term courses
July 30	Grade submission date for 2004 Summer Session, **first term courses**. Grades will be available on ROSI (via SWS) approximately two weeks after this date
July 31	Deadline for adding 2004 Fall Session and full-year courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
August 2	Civic Holiday (University closed)
August 16	Last day of 2004 Summer Session, second term lectures
August 31	Recommended date for payment of fees for the 2004/2005 academic year
September 5	Deadline for submission of Individual Reading and Research course approval forms for 2004 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
September 6	Labour Day (University closed)

2004 continued

September 13	Lectures begin for the 2004 Fall Session and full-year courses
September 14	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at November Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
September 17	Deadline for 2004/2005 Fall/Winter Session registration. After this date, a late registration fee will be charged
September 17	Final date to request a deferral of admission from the 2004 Fall Session to the 2005 Fall Session
September 17	Grade submission date for 2004 Summer Session, **second term courses**. Grades will be available on ROSI (via SWS) approximately two weeks after this date
September 17	Deadline for SDF designation for 2004 Winter Session courses to be changed to a regular grade, an INC or a failing grade
September 18	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at November Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
October 1	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2005 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support.
October 1	Final date for Special Students to submit application forms with all pertinent documentation for application to the 2005 Winter Session
October 1	Deadline for adding 2004 Fall Session and full-year courses
October 1	Deadline for students whose degrees are to be conferred at November Convocation to submit the final Ph.D. or Ed.D. thesis
October 11	Thanksgiving Day (University closed)
October 15	Deadline for M.Ed. M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in March (in absentia) or in the Spring if **all** degree requirements will be completed in the 2004 Fall Session
November 1	Final date to request a change of start date from the 2004 Summer Session or the 2004 Fall Session to the 2005 Winter Session
November 5	Deadline for withdrawing from 2004 Fall Session courses without academic penalty
November TBA	November Convocation - Ed.D., M.Ed., M.A.(T), M.T.
November TBA	November Convocation - Ph.D., M.A.
December 1	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2005 Summer Session, the 2005 Fall Session and the 2006 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support.

2004 continued

December 1	Deadline for receipt of applications for a 2005 Fall Session and 2006 Winter Session Graduate Assistantship (for full-time study only)
December 13	Last day of lectures for the 2004 Fall Session
December 13	Deadline for adding 2005 Winter Session courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
December 15	Deadline for submission of Individual Reading and Research course approval forms for the 2005 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit
December 22 - January 2	University closed

2005

January 3	Lectures begin for the 2005 Winter Session
January 7	Deadline for registration for students beginning their programs in the 2005 Winter Session. After this date a late registration fee will be charged
January 7	Final date to request a deferral of admission from the 2005 Winter Session to the 2006 Winter Session
January 14	Grade submission date for the 2004 Fall Session courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
January 14	Deadline for SDF designation for 2004 Summer Session, first and second term courses to be changed to a regular grade, an INC or a failing grade
January 17	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday • **For Ph.D. - at least eleven working weeks before this date** • **For Ed.D. - at least nine working weeks before this date**
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2004 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
January 21	Deadline for adding 2005 Winter Session courses
January 28	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council
February 15	Deadline for M.Ed. M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in June if **all** degree requirements, comprehensives and/or research will be completed in the 2005 Winter Session
February 25	Deadline for withdrawing from the 2005 Winter Session and full-year courses without academic penalty

2005 continued

March 4	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2005 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support.
March 4	Final date for Special Students to submit application forms with all pertinent documentation for application to 2005 Summer Session, first term
March 14-18	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 21-24	Registrar's Office begins mailing course selection information for continuing students, for the 2005 Summer Session, 2005 Fall Session **and** the 2006 Winter Session
March 25	Good Friday (University closed)
April 11	Last day of 2005 Winter Session and full-year lectures
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 19	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at June Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
April 22	Deadline for students whose degrees are to be conferred at June convocation to submit the final Ph.D. or Ed.D. thesis
April 30	Continuing students should select courses for the 2005 Summer Session, the 2005 Fall Session and the 2006 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 6	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2005 Summer Session, second term, **and** the 2005 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support.
May 6	Final date for Special Students to submit application forms with all pertinent documentation for application to 2005 Summer Session, second term **and** the 2005 Fall Session
May 13	Grade submission date for 2005 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
May 13	Deadline for SDF designation for 2004 Fall Session courses to be changed to a regular grade, an INC or a failing grade
May 23	Victoria Day (University closed)
June TBA	June Convocation

General Information

Travaux et Théses en Français

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario de l'Université de Toronto sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils ou elles souhaitent remettre leurs travaux en français.

Veuillez noter que OISE/UT n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus; toutefois, il est possible de le faire à distance par Internet. Prière de consulter la pages 174 - 175 pour plus de renseignements sur ce programme.

Département d'éducation des adultes: apprentissage et psychologie du counseling
D. Schugurensky

Département de curriculum, d'enseignement et d'apprentissage
N. Bélanger, A. Cumming, J. P. Cummins, G. Feuerverger, A. Gagné, D. Gérin-Lajoie, N. Labrie, S. Lapkin, R. S. McLean, M. K. Swain, D.N. Wilson

Département du développement humain et de psychologie appliquée
M. Ferrari, E. Geva, J. Pelletier, J. Wiener

Département de sociologie et d'études de l'équité en éducation
N. Bélanger, M. Eichler, M. Heller, D. W. Livingstone, C. P. Olson, S. H. Razack

Département d'études des théories et politiques en éducation
S.E. Anderson, D. Haché

Voir la section Interdepartmental Research Area pour une description des cours en français, sous la rubrique Études en français à la pages 174 - 175.

Course Selection for Continuing M.A., M.T., M.Ed., Ed.D. and Ph.D. Students

Course selection information for the 2004 Summer Session, the 2004 Fall Session and the 2005 Winter Session will be available near the end of March 2004 at **<www.ro.oise.utoronto.ca>**. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the Fall and Winter Sessions of the academic year.

Students should select courses before April 30 by using the Web service at **<www.rosi.utoronto.ca>**

NOTES:

1) For courses which require the instructor's approval or which are extra to your program of study, return the completed course selection forms to the Registrar's Office, Graduate Studies Registration Unit.

2) Course selection does not constitute official registration in programs or courses. You must pay your fees to complete the process.

3) If you are unable to get into the courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible enrolment in the course.

Definition of Full-Time Student

Full-time graduate students are defined according to government regulations as follows:

a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.

b) They must be considered by OISE/UT to be in full-time study.

c) They must be geographically available and visit the campus regularly.

d) They must be considered to be full-time graduate students by their supervisors.

Part-Time Study/Late Afternoon and Evening Classes in Fall and Winter Sessions

During the 2004 Fall Session and the 2005 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Fully employed, part-time students interested in these classes may pursue one of the following patterns of study:

a) two half-courses in each of the two sessions;

b) four half-courses which run for both the Fall and Winter Sessions;

c) two full courses which run for both the Fall and Winter Sessions; or

d) where scheduling necessitates, two half-courses which run for both the Fall and Winter Sessions, along with one half-course which runs for the Fall Session and one half-course which runs for the Winter Session.

Study in Summer Session

During each term of the Summer Session (May-June and July-August), students eligible to register **full-time** may take two half-courses; **part-time** students may take one half-course.

NOTE: Students enrolled in the following areas of study and who are undertaking their required period of full-time study in the Summer Session are exempt from the above:

- **The Ed.D. in Higher Education** in the Higher Education Program
- **The Ed.D. for Community College Leaders** in the Higher Education Program

All Ph.D. candidates, and Ed.D. candidates who have completed the minimum full-time study requirement, will register for the Fall, Winter and Summer Sessions when they register in September (or in January for those beginning their doctoral program of study then).

Off-Campus/Distance Education

OISE/UT offers off-campus sections of some courses in a variety of Ontario locations. However, because of a limited selection of courses, it may not be possible to complete all program requirements off-campus. Most off-campus courses are offered in a distance education mode, mainly via computer conferencing. For computer conferencing courses, students must have regular access to a computer and modem.

Sites in southern Ontario are determined according to the location of students who selected courses by the deadline listed in the OISE/UT Course Schedule (off-campus section). Students who have selected courses by the deadline will receive written details about the site location and dates and times of classes before the beginning of the course. **Students are urged to select courses by the deadline. Courses may be cancelled if enrolment is low.**

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections, pages 35 - 168.

Off-Campus Library Services

The Education Commons makes available, either directly or through the local Field Centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through inter-library loan.

Application Procedures

Applicants may contact their local OISE/UT Field Centre (see listing in Research and Field Activities section, pages 182 - 183). Application information and materials are available at **<www.ro.oise.utoronto.ca>**.

NOTE: Application procedures are the same for all students (see pages 29 - 33).

Registration

Course selection does not constitute official registration. You must pay your fees to complete the process.

Part-time, off-campus students who have already been admitted to a degree program will be mailed a fees invoice when all admission conditions have been satisfied. Please refer to registration materials which are mailed to students each year for appropriate dates and procedures.

Required Period of Full-Time Study

Many programs of study specify a period during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. This required period of full-time study provides the student with an opportunity to become immersed in the intellectual environment of the university. Full-time study requirements can be filled only through:

a) consecutive Fall and Winter Sessions, i.e., September to December and January to April in the same academic year
OR
b) the Winter Session in one academic year followed by the Fall Session in the next academic year.

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following areas of study and who are undertaking their required period of full-time study in the Summer Session:

- **The Ed.D. in Higher Education** in the Higher Education Program
- **The Ed.D. for Community College Leaders** in the Higher Education Program

Where full-time, on-campus study is required for a degree program, such study ordinarily begins in September. While it is possible to begin full-time study in January, the OISE/UT department in which the program of study is being undertaken must be in a position to offer that program beginning in January.

Dual Registration for M.A. and Ph.D. Candidates

Students in an M.A. degree program at the University of Toronto who have been offered admission to a Ph.D. program conditional on completion of the master's program may be dual registrants for only one session in both degree programs under the following conditions:

a) The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.

b) Permission has been granted by OISE/UT.

c) The student will be engaged in full-time Ph.D. studies (i.e., a minimum of two half-courses during the session of dual registration) and will be registered full-time in the Ph.D. and part-time in the master's degree program.

NOTE: Only the appropriate Ph.D. fees will be charged.

d) The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

To receive full-time study credit for the Ph.D. for the period of dual registration, the student must be recommended for the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the Ph.D. registration will be cancelled, no full-time study credit will be allowed, and the student will continue to be registered as a master's student only. Appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Ph.D. course credit will be retained for courses completed during the period of dual registration.

Students who are not recommended for the master's degree by the deadline and whose enrolment in the Ph.D. is thereby cancelled, may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the Ph.D. degree program.

Transfer Credit

Candidates who have completed graduate courses beyond that required for admission to an OISE/UT degree program may be granted credit for up to two half-courses, or 25% of the course requirements for the degree, whichever is greater, provided that those courses were not credited toward another degree, diploma, certificate, or any other qualification.

This will not reduce the total degree program fee required.

Transfer Between Programs

M.A. and M.Ed. candidacy is not interchangeable. Similarly, the two doctoral degree programs, Ph.D. and Ed.D., are distinct in design and orientation and **candidacy is not interchangeable.** It is therefore most important for applicants to give serious consideration to their choice of program.

Continuity of Registration

Doctoral candidates who have completed the required minimum period of full-time study but who have not completed other requirements for the degree must register annually in September and pay the full-time fee until all degree requirements have been completed.

Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

If full-time Master's students wish to change to part-time status, the change must be requested **before they are past the 'minimum period of registration' or before they have begun their last required course,** whichever comes first. They will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed.

Part-time master's students register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other requirements have been completed.

Failure to register as required will cause a student's candidacy to lapse.

Parental Leave

Graduate students may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a parental leave during their program of study. This policy is intended to recognize the need for leave at the time of pregnancy, birth, or adoption in order to provide full-time care in the first year of parenting a new child.

By completing the Parental Leave Request form, a parent may apply for up to three sessions of leave to be completed within twelve months of the date of birth or custody. Where both parents are graduate students seeking parental leave, the total number of sessions cannot exceed four.

Students on leave will not be eligible to receive OISE/UT Graduate Assistantships or OISE/UT Scholarships or other OISE/UT awards or bursaries. However, under some circumstances OISE/UT Graduate Assistantships and OISE/UT funding may be deferred. In the case of other fellowships, the regulations of the particular granting agency will apply. The Office of Student Services will be able to provide further details on this.

The terminal date of the degree program will be extended by the duration of the leave taken. Normally, the start and end of the leave should coincide with the start and end of a session.

Leave for Health Problems or Personal Circumstances

Graduate students whose degree programs require continuous registration may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a one-session to three-session leave during their program of study on the grounds of health or personal problems which temporarily make it impossible to continue in the program. Once on leave, students will neither be registered nor will they be required to pay fees for this period. They may not make demands upon the resources of the university, such as use library facilities, attend courses or expect advice from their supervisor or make any formal progress toward their degree. They will not be eligible to receive or defer University of Toronto fellowship support during the leave. In the case of other graduate student awards, the regulations of the particular granting agency apply.

Students may make application for such leave by completing the Leave Request form and submitting it to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for approval. The terminal date of the degree program will be extended by the duration of the leave taken. Only under exceptional circumstances will the student be granted more than one leave under the terms of this policy. Normally, the start and end of the leave should coincide with the start and end of a session. Leave requests which do not fall under the terms of this policy will require final approval from the School of Graduate Studies.

Course Changes and Course Completion

The deadlines for adding and dropping courses for the Fall, Winter and Summer Sessions are listed in the Sessional Dates and Deadlines, pages 10 - 15. Students should pay special attention to these. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal) notation. Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of 'Incomplete' (INC) or 'Failure' (FZ) will be assigned. If a student has incomplete or failed courses, others must be added to fulfil the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines, pages 10 - 15. These dates are mandatory. They represent the dates on which the grades are due in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Please note that sufficient time must be allowed for the instructor to grade students' papers in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.

NOTES:

1) Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See Student Appeals, page 199.)

2) Throughout a degree program at OISE/UT, it is the student's responsibility to ensure that the OISE/UT Registrar's Office, Graduate Studies Registration Unit, is notified, by the appropriate dates, of any changes in courses and of any other relevant information concerning their program of study.

Withdrawal From a Degree Program

In order to withdraw from a degree program, students must submit written notification along with their student card, to the Registrar's Office, Graduate Studies Unit, Room 4-485. A rebate of fees, if any, will be determined by the date on which written notification of withdrawal is received by the Registrar's Office. Application for re-admission by a student who has withdrawn will be considered in competition with all other applicants.

Grade Reports

Grades will be available on ROSI via the Student Web Service at **<www.rosi.utoronto.ca>**. Please refer to the Sessional Dates in this ***Bulletin*** for further information.

Transcripts

Requests for transcripts of academic records, with the exceptions listed below, should be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre
Room 1006, 100 St. George Street
Toronto, Ontario M5S 3G3
Telephone: 416-978-3384
Website: **www.rosi.utoronto.ca**

Exceptions

The Additional Qualification Program for Educators
Requests for transcripts should be made to:
The Records Officer
OISE/UT Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4743
OR 1-800-443-7612
Fax: 416-923-7834

Requests for transcripts for the following programs should be made directly to the respective division.

School of Continuing Studies
Toronto School of Theology
Woodsworth College Pre-University Program

At the time of printing this ***Bulletin***, the charge for a transcript is $9.00 for each copy. (This charge is subject to change.) Transcripts will not be issued for students who have outstanding obligations to the university. (See pages 186 and 199.) Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Satisfactory Evidence of Freedom from Tuberculosis

Applicants to the two-year Child Study and Education Program and the Human Development and Curriculum Program are required to submit satisfactory evidence of freedom from tuberculosis - a requirement of the Ontario College of Teachers.

The test must:

a) be done during the twelve months prior to the start of the program of study

b) clearly show the date(s) when the tuberculin test was administered and include one of the following results:
   - a negative tuberculin or 'skin test'
   OR
   - a positive tuberculin or 'skin test' followed by a normal chest x-ray
   OR
   - a normal chest x-ray

   If the stated result is anything other than one of the above three, candidates must provide a written statement from their doctor indicating that they are not a health risk and that they can be in close contact with children. This written statement must be on letterhead and include the candidate's full name.

c) show the name of the doctor or testing agency

d) be signed and dated by an authorized health professional currently practicing in Canada.

NOTE: Immunization cards and self-evaluated test results are not acceptable.

Candidates will not be allowed to attend the Child Study and Education Program or the Human Development and Curriculum Program if proof of freedom from active tuberculosis is missing, incomplete or unacceptable to OISE/UT.

NOTE: Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.

Police Record Check

School Board Requirements

The Child Study and Education two-year program and the Human Development and Curriculum program require successful completion of practice teaching in the schools. School Boards require students on practice teaching assignments in Ontario schools to complete a satisfactory police background check prior to having direct contact with students. Without a satisfactory police record check the schools will not allow candidates to participate in practice teaching. Questions regarding this process should be directed to:

The Ontario Education Services Corporation
Fax: 416-593-7858
E-mail: oesc-cseo@opsba.org

The Ontario College of Teachers Certification

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original reports of police record checks and an Applicant's Declaration about their suitability for registration.

Note that the report is valid for 6 months only. Questions regarding a police record check which might prevent meeting this teacher certification requirement should be directed to:

The Ontario College of Teachers
Telephone: 416-961-8800

Ontario Teacher Qualifying Test

The Ontario government has introduced a new requirement for the O. T. C. of Q. - an entry to the profession test called the Ontario Teacher Qualifying Test. Effective January 1, 2003, applicants to the OCT must write and pass the test. The test assesses knowledge of Ontario curriculum, teaching skills and strategies, assessment strategies, learning theory, special education, classroom management, the use of educational technologies, and legislation relevant to teaching in Ontario. Assessment reflects expectations for a teacher entering the profession in Ontario.

Definitions

AQ: Additional Qualifications for Educators
MRP: Major Research Paper
QRP: Qualifying Research Paper
SGS: School of Graduate Studies

Minimum Admission and Degree Requirements

OISE/UT conducts, within the School of Graduate Studies, programs of study leading to the following graduate degrees. Note that, with the exception of the Master of Arts in Child Study and Education Program and the Master of Teaching in Human Development and Curriculum Program, graduate degrees at OISE/UT do not lead to certification for teaching in Ontario's schools.

- Master of Education (M.Ed.)
- Master of Arts (M.A.)
- Master of Teaching (M.T.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.)

NOTE: Application procedures are described on pages 29 - 33.

Following is an outline of the **minimum** admission, program of study and completion requirements for the various graduate degrees in Education. Individual OISE/UT departments may have additional requirements. Candidates will be required to undertake whatever additional studies OISE/UT considers necessary.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission to OISE/UT. The university reserves the right to determine whether or not credentials of degree-granting institutions meet the standards for admission to University of Toronto programs of study.

Applicants who hold professional degrees only, and who wish to pursue graduate degrees in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the bachelor's degree, for admission to the School of Graduate Studies as degree candidates, may be considered for admission if a department wishes to present a case for non-standard admission. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports) and presented as part of the application.

Master of Education (M.Ed.)

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. degree program.

Admission Requirements

a) An appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the Admission Requirements section of individual departments for programs which require specified undergraduate disciplines and/or a higher standing, pages 35 - 168.)

At the discretion of OISE/UT, it may be necessary to submit course descriptions of all academically-oriented courses not clearly defined on the transcript, in order to establish equivalency to a University of Toronto degree.

An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

c) At least one year of relevant, successful, professional experience.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While a student may request a transfer to a different home department en route to the degree, such change may result in a lengthened program.

The minimum requirements for the M.Ed. degree are as follows:

a) While in some OISE/UT departments additional requirements have been established, in keeping with their department's requirement, students must undertake one of the following options to complete their degree. Not all Options are available in all departments.

- **Option I - Coursework and Comprehensive Requirement:**
  ten half-courses plus a comprehensive examination/requirement.
- **Option II - Research Project:**
  eight half-courses plus a research project or a Major Research Paper.
- **Option III - Thesis:**
  six half-courses plus a thesis.
- **Option IV - Coursework only:**
  ten half-courses

The M.Ed. degree requires that a minimum of half of the courses be taken in the home department unless otherwise specified by the department.

b) Full-time study, though desirable, is not required.

c) **Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

If full-time Master's students wish to change to part-time status, the change must be requested before they are past the 'minimum period of registration' **or before** they have begun their last required course, whichever comes first. They will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed.

d) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other degree requirements have been completed.**

) All requirements for the degree must be satisfactorily completed **within six years** of first enrolment.

f) **Candidates must apply to graduate** by completing and returning an **Application to Graduate** form obtained from the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Those completing their program of study, including the comprehensive or the research requirement, in the session indicated below must make such application by the date shown and will receive their diplomas as follows:

- **Summer Session completion - apply by July 5**
  Candidates will receive their diploma at the November convocation ceremony.
- **Fall Session completion - apply by October 15**
  Candidates will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June.
- **Winter Session completion - apply by February 15**
  Candidates will receive their diploma at the June convocation ceremony.

Master of Arts (M.A.)

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. degree program.

Regulations concerning the M.A. degree are detailed in the University of Toronto ***School of Graduate Studies Calendar***. What follows is an expansion of those regulations as they apply to the graduate degree programs in Education at OISE/UT.

Some M.A. degree programs at OISE/UT, e.g. History and Philosophy of Education, and Sociology in Education are one-year programs of study comprised of six half-courses after a four-year bachelor's degree in the same cognate area of specialization. M.A. degree programs in, for example, Adult Education and Community Development, Curriculum, Educational Administration, and Higher Education are generally one-year programs of study comprised of eight half-courses after a four-year bachelor's degree in a relevant discipline or professional program.

Consult departmental information for full details, pages 35 - 168.

Admission Requirements

a) An appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the admission requirements section of individual departments for programs of study which require specified undergraduate disciplines and/or a higher standing, pages 31 - 157.)

At the discretion of OISE/UT, it may be necessary to submit course descriptions of all academically-oriented courses which are not clearly defined on the transcript, in order to establish equivalency to a University of Toronto degree.

An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

b) A year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program of study would ordinarily consist of one and one-half years of study (ten half-courses).

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While in some OISE/UT departments additional requirements have been established, the minimum requirements for the M.A. at OISE/UT are as follows:

a) **A one-year degree program** comprised of at least six half-courses, selected in accordance with requirements in the home department. A minimum of four half-courses must be taken in the home department unless otherwise specified by the department.

b) Candidates admitted to an extended program of study **(one and one-half years)** on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. A minimum of five half-courses must be taken in the home department unless otherwise specified by the department.

c) Candidates admitted to a **two-year degree program**, on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, are required to complete twelve half-courses. A minimum of six half-courses must be taken in the home department unless otherwise specified by the department.

d) A thesis. All M.A. candidates, with the exception of the two-year Child Study and Education Program which does not require a thesis, must have their thesis committees officially formed as follows:

- **if studying full time** - April 1 of the year following completion of the full-time study requirement, or the minimum period of registration;
- **if studying part-time** - upon the completion of two-thirds of the M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

NOTE: Proposals from students who do not have an active candidacy will not be considered by the EERC.

e) In most departments it is possible to pursue an M.A. degree on a part-time basis. A minimum of one academic year of full-time study is required for some programs of study. Consult departmental information for full details, pages 35 - 168.

f) **Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

If full-time Master's students wish to change to part-time status, the change must be requested before they are past the 'minimum period of registration' or before they have begun their last required course, whichever comes first. They will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed.

g) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, they must register annually and pay the part-time fee until all other degree requirements have been completed.**

h) All requirements for the degree must be satisfactorily completed **within five years** of first enrolment for candidates admitted to one-year (six or eight half-course) degree programs and **within six years** of first enrolment for candidates admitted to one and one-half- year (ten half-course) or two-year (twelve half-course) degree programs.

Master of Teaching (M.T.)

The Curriculum, Teaching and Learning Department offers a two-year Master of Teaching degree in Human Development and Curriculum. Upon successful completion of the degree requirements, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools. (See pages 80 - 82 for further information.)

Admission Requirements

An appropriate University of Toronto four-year bachelor's degree or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Applicants normally must:

a) Submit a Statement of Intent describing three significant teaching and/or teaching-related experiences, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools.

b) Be interviewed by a panel of faculty, teachers and students.

NOTE: Given the limited number of students in this degree program, not all eligible applicants can be interviewed or admitted.

Because applicants are applying to a teacher education program, they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

b) a photocopy of a certificate of change of name where applicable

c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers) is required at the beginning of each academic year. See page 20 for further information.

NOTE: In addition, a police record check and successful completion of the Ontario Teacher Qualifying Test are required for certification by the Ontario College of Teachers. See pages 20 - 21 for further information.

Degree Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (13 core and 3 electives), including practica, and is undertaken on a full-time basis. Normally, advance standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Doctor of Education (Ed.D.)

The Ed.D. degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs of study in various fields of specialization, see the appropriate departmental sections, pages 35 - 168.

Admission Requirements

a) A University of Toronto M.Ed. or M.A. in Education, or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. Further documentation may be required to establish equivalence. (See the admission requirements section of individual departments for programs of study which require higher standing for admission, pages 35 - 168.)

b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

c) Because the degree program is intended primarily for experienced professionals in the Ontario educational system, a personal interview will be conducted whenever possible.

d) Ordinarily, one year of professional preparation for education.

e) Successful professional experience in education, or in a relevant field.

f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the OISE/UT Guidelines for the QRP, available from the Registrar's Office, Graduate Studies Admissions Unit.

g) Additional requirements may be deemed appropriate for admission within the Ed.D. Such requirements are outlined in the departmental sections, pages 35 - 168.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in determining an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ed.D. are as follows:

a) Normally, a minimum of one Fall Session and one Winter Session of full-time study taken consecutively (i.e., Fall Session - September to December, followed by Winter Session - January to April, or Winter Session - January to April, followed by Fall Session - September to December).

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following and who are undertaking their required period of full-time study in the Summer Session:

- ✦ **The Ed.D. in Higher Education** in the Higher Education Program
- ✦ **The Ed.D. for Community College Leaders** in the Higher Education Program

b) In most degree programs, students may begin their studies on a part-time basis. (See departmental listings for exceptions, pages 35 - 168.)

NOTE: Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.

c) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree or the equivalent in the same field of specialization proposed at the doctoral level.

An eight half-course Ed.D. degree program should include at least four half-courses in the home department except as otherwise stated in departmental program descriptions. Typically, when more than eight new half-courses are required, it is because the master's degree lacks equivalence to that in the particular area to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department.

d) Candidates in some departments or programs of study will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The candidate must file the names of thesis committee members by April 1 of the year following the period of required full-time study.

The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

NOTE: Proposals from students who do not have an active candidacy will not be considered by the EERC.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

g) All requirements for the Ed.D. degree must be completed **within six years** of first enrolment as an Ed.D. candidate.

Doctor of Philosophy (Ph.D.)

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice.

Regulations concerning the Ph.D. degree are detailed in the University of Toronto ***School of Graduate Studies Calendar***. What follows is an expansion of those regulations as they apply to the graduate degree programs in Education at OISE/UT.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of study, see the appropriate departmental sections. The average time to completion is approximately five years.

Admission Requirements

a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. (See the admission requirements section of individual departments for programs of study which require a higher standing for admission, pages 35 - 168.)

Students in an M.A. degree program at the University of Toronto who have been offered admission to a Ph.D. program conditional upon completion of the master's degree program may be dual registrants for only one session in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on page 18.

b) Holders of master's degrees other than the OISE/UT M.A. in the same field of specialization as proposed at the doctoral level, may be required to submit further evidence of scholarly proficiency satisfactory to OISE/UT and to the admission committee in an OISE/UT department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in positions to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE/UT department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before registration in the doctoral program. Please consult the ***OISE/UT Guidelines for the QRP***, available from the Registrar's Office, Graduate Studies Admissions Unit or from **<www.ro.oise.utoronto.ca>**.

c) Holders of the University of Toronto M.Ed. degree with high standing may be admitted to the Ph.D. program. Depending on the previous degrees held and the candidate's intended field of specialization, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis, the OISE/UT department may require a QRP, which must be completed satisfactorily before registration in the doctoral degree program. Please consult the ***OISE/UT Guidelines for the QRP***, available from the Registrar's Office, Graduate Studies Admissions Unit or from **<www.ro.oise.utoronto.ca>**.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field of specialization at the time of application. Upon admission, the student will be assigned a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ph.D. are as follows:

a) A minimum of three consecutive sessions of full-time, on-campus study to be undertaken at the beginning of the program. Ordinarily, this period of study begins in September.

Only under exceptional circumstances is it possible to interrupt this period of study after the completion of the first year of required full-time study. Students must apply by submitting a '**Leave of Absence Form**' requesting the leave and outlining the reasons, to the OISE/UT Registrar's Office, Graduate Studies Registration Unit.

Such interruption may be granted for a maximum of one year and the terminal date of the degree program will be extended by the duration of the leave taken. Students remain responsible for meeting the appropriate deadlines for courses previously taken.

b) **Once first registered in the degree program, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.**

c) The number of courses in a Ph.D. degree program, as stated in the student's Offer of Admission, is determined by the total university academic background and its relevance to the proposed field of specialization.

Normally, a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same field of specialization as at the doctoral level, would be expected to undertake at least four half-courses in the OISE/UT home department.

Typically, when more than six new half-courses are required in a degree program, it is because the master's degree lacks equivalence to that in the particular program of study to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department.

d) Candidates will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The candidate must file the names of the thesis committee members by April 1 of the second year of study.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All candidates using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

NOTE: Proposals from students who do not have an active candidacy will not be considered by the EERC.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

g) All requirements for the Ph.D. degree program must be completed **within six years** of first enrolment as a Ph.D. candidate.

Special Students

Special Students must submit an application for admission for each academic year of study. Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

Full-time Study

An applicant accepted as a full-time Special Student must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. The applicant must have attained standing in the final year (or over senior level courses) equivalent to a University of Toronto **mid-B or better**.

Part-time Study

An applicant accepted as a part-time Special Student must hold an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. If the degree was attained with standing lower than a University of Toronto **mid-B**, the applicant may not apply for admission to a degree program at a later date.

Application Procedures

Applicants to Degree Programs

1. Application for Admission

Although based on the web, the application is a self-administered application. Applicants are required to assemble all relevant documentation and submit it together with completed application forms, all in hardcopy, to the Registrar's Office, Graduate Studies Admissions Unit. Application forms and supporting documentation cannot be submitted electronically. Two copies of the application forms and supporting documents are required.

- **Complete applications** will be processed upon receipt.
- **Incomplete applications** (including those with insufficient copies of documentation) will result in a delay in processing and may not be considered.

2. Application Forms and Further Information

For application information and materials, visit the Registrar's Office website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
OISE/UT Registrar's Office
Graduate Studies Admissions Unit, Room 4-485
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2663
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

3. Deadlines

Applicants are encouraged to submit their application as oon as possible. **Complete applications (including ll supporting documentation) must have been ubmitted no later than December 1, 2003,** for egistration in the 2004/2005 academic year.

While applications will be accepted after this date, no uarantee can be given that the application will be onsidered for admission to either degree programs or ourses. As well, applications received after this date may ot be considered for financial support.

If admission remains open, note the following secondary deadlines for receipt of a complete application:

March 5, 2004	for 2004 Summer Session First Term (May)
May 7, 2004	for 2004 Summer Session Second Term (July)
May 7, 2004	for 2004 Fall Session (September)
October 1, 2004	for 2005 Winter Session (January)

NOTE: The deadline for application for the 2005/2006 academic year will be December 1, 2004.

4. Non-refundable Application Fee Plus Non-refundable Service Fee

All applicants (including those previously and currently registered at the University of Toronto, School of Graduate Studies) must submit with their application the Non-refundable Application Fee plus the Non-refundable Service Fee. Your application will not be processed unless both fees of these have been paid. There are no refunds, waivers or deferrals of either of these fees. A single Application Fee plus a single Service Fee is applicable even if you are applying to more than one OISE/UT program of study.

NOTE: For 2004/2005 the Application Fee is $90 Canadian and the Service Fee is $70 Canadian for a total $160 Canadian. These fees are subject to change for 2005/2006.

The Application Fee and Service Fee can be paid only via certified cheque, money order, bank draft or accepted credit card. A certified cheque, money order or bank draft must be payable to the "University of Toronto" (write your full name and date of birth on the back of the certified cheque, money order or bank draft). An uncertified cheque cannot be processed and will be returned to you. We also accept VISA or MasterCard. If you are paying by credit card, you must provide all of the information requested on the Application Fee + Service Fee Form B.

NOTE: Do not send cash in the mail. All payments must be in Canadian funds.

5. Supporting Documentation

You are required to assemble all relevant documentation and submit it together with the completed application forms.

Under exceptional circumstances, applicants may make arrangements for supporting documentation to be sent directly to our office. Sometimes an issuing institution will prefer to send official transcripts to another academic institution directly. Or sometimes a referee will prefer to send their "***Letter of Reference to Support Application for Admission to Graduate Studies in Education***" to our office directly. Documents received separately from an application will be matched with the application.

Documentation sent directly to the Registrar's Office must be sent to the attention of the Graduate Studies Admissions Unit. Ensure that "Graduate Studies Admissions Unit" is clearly stated on the envelope. If not, there will be a delay in processing or we may not receive the documents.

All documents submitted in support of your application become and remain the property of the University of Toronto and are not returnable or transferable.

a) Transcripts

Two official transcripts of your academic record from each and every university that you have attended must be included in your application. University study includes degree programs, pre- and post-degree courses (even a single course), and professional development (e.g. Additional Qualification Courses for Educators). If you are applying to a doctoral program, official transcripts pertaining to both bachelor's and master's degrees must be submitted with your application.

Official transcripts are transcripts received in the OISE/UT Registrar's Office in a sealed, signed/stamped envelope directly from the issuing institution. Make arrangements to have official transcripts sent to you and include them in the issuing institution's unopened envelope(s) as part of your application. Transcripts must be received in our office in a sealed envelope, signed/stamped by the issuing institution. Do not open the envelope. Transcripts received in an unsealed envelope are not considered official. Faxed copies of transcripts, or transcripts issued to the student, or informal grade reports, will not be considered official.

Official English language translations must accompany all foreign documentation not written in English. An official translation is one received in the OISE/UT Registrar's Office in a sealed, signed/stamped envelope directly from an accredited Translation Service.

b) Letters of Reference

A minimum of **two** supporting letters of reference, one academic and one professional, must be included in your application.

Some degree programs require additional letters of reference. Applicants may also submit supplemental letters of reference at their discretion.

The academic reference should be from a university instructor with whom you have studied. The professional reference should be from a referee who is familiar with your professional work and promise.

c) Résumé

Two copies of your up-to-date résumé or curriculum vitae must be included in your application.

The résumé should detail your employment history (including names of employers, job titles, position responsibilities, dates employed, whether full- or part-time), education history (both academic and professional), awards, business and professional achievements, community activities, as well as any special skills.

d) Statement of Intent

Two copies of a Statement of Intent (also known as a plan of study) must be included in your application. The Statement of Intent should detail your study and/or research interests, career goals and reasons for seeking admission. You may also wish to identify OISE/UT faculty members with whom you are interested in working. The length of a Statement of Intent can vary, but generally it should be between one and three pages.

e) 'Other' Documentation

Some departments or programs require additional supporting documentation. **Two** copies of all 'other' supporting documentation must be included in your application. Refer to the relevant departmental section(s) in the OISE/UT ***Bulletin*** for further information. For example:

- Applicants to the School and Clinical Child Psychology Program are requested to submit an additional academic letter of recommendation.
- Applicants to some M.Ed. or Ed.D. degree programs are required to submit documents attesting to teacher education and certification.
- Applicants to the Department of Sociology and Equity Studies in Education are required to submit a sample of their written work in the area of the social sciences.

- Applicants to the two-year Child Study and Education Program and the Human Development and Curriculum Program are required to submit a photocopy of a Canadian birth certificate or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth.

- Applicants to the two-year Child Study and Education Program and the Human Development and Curriculum Program are required to submit satisfactory evidence of freedom from tuberculosis - a requirement of the Ontario College of Teachers. **Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.** See page 20 for further information.

  NOTE: In addition, a police record check and successful completion of the Ontario Teacher Qualifying Test are required for certification by the Ontario College of Teachers. See pages 20 - 21 for further information.

6. English Language Facility

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English.

Applicants must demonstrate their facility in the English language if their mother tongue or first language is not English and they graduated from a non-Canadian university where the language of instruction and examination was not English.

If applicable, applicants are strongly encouraged to submit satisfactory evidence of English language facility as part of a complete application for admission. When evidence of English language facility is required, an Offer of Admission will not be issued until the requirement is fully satisfied. In addition, because available spaces in a program are limited a department may not reserve an offer of admission if the English language requirement is not satisfied at the time of application.

Evidence of English language facility must be demonstrated by providing satisfactory results of one of the following tests. Test scores must be forwarded directly from the testing service to the OISE/UT Registrar's Office, Graduate Studies Admissions Unit, to be considered official.

✦ Test of English as a Foreign Language (TOEFL)

Educational Testing Service, P.O. Box 6151
Princeton, New Jersey
08541-6151, U.S.A.
Telephone: 609-921-9000
Website: www.toefl.org

Presently, the TOEFL is offered in **two** formats:
paper-based, on which a minimum total score of 580 is required
OR
computer-based, on which a minimum total score of 237 is required.

The TOEFL must include a Test of Written English (TWE) or an Essay Rating Score with a minimum score of 5.0 required on both the paper- and the computer-based tests. The OISE/UT "Institution Code" is 0982.

✦ Michigan English Language Assessment Battery (MELAB)

English Language Institute (ELI)
3020 North University Building
University of Michigan
Ann Arbor, Michigan
48109-1057, U.S.A.
Telephone: 734-763-3452 or 734-764-2416
E-mail: melabelium@umich.edu
Website: www.lsa.umich.edu/eli/melab.htm
OR
The Toronto MELAB Test Centre
New College, Room 2045
University of Toronto
20 Willcocks Street
Toronto, Ontario M5S 2Z3
Telephone: 416-946-3942
Website: www.library.utoronto.ca/melab

The minimum MELAB score required is 85.

✦ International English Language Testing System (IELTS)

University of Cambridge Local
Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU
Website: www.ielts.org

Applicants may also contact their nearest British Council Office. The only North American IELTS test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained by contacting the IELTS Administrator at 519-748-3516.

The minimum IELTS score required is 7.0.

✦ The Certificate of Proficiency in English (COPE)
COPE Testing Limited
429 Danforth Avenue
P.O. Box 462
Toronto, Ontario M4K 1P1
Telephone: 416-962-2673
E-mail: info@copetest.com
Website: www.copetest.com

The minimum COPE score required is 4 (with at least 1 in each component and 2 in the writing component).

✦ The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course
Telephone: 416-978-5104
E-mail: carolyn.bercu@utoronto.ca
Website: www.learn.utoronto.ca/esl

The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course completed at the Level 60 (advanced) with a grade of at least 'B' is required.

7. Graduate Assistantships

OISE/UT Graduate Assistantships are available for full-time registration only, within any program of study. For programs of study within the guaranteed funding cohort (Ph.D., full-time non-professional M.A.) submission of a graduate assistantship application is mandatory. Application forms must be received by December 1 prior to the academic year for which the application is being submitted.

For more information on OISE/UT Graduate Assistantships contact:
OISE/UT Student Services Office
252 Bloor Street West, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
E-mail: stuserv@oise.utoronto.ca
Website: fcis.oise.utoronto.ca/~stuserv

NOTE: The University of Toronto is unable to provide adequate financial assistance to International Students (students who are neither Canadian Citizens nor Permanent Residents). If an International Student is not awarded a funding package at the time of admission, there are negligible opportunities for financial assistance thereafter as a continuing student. International Students should carefully and thoughtfully consider the serious financial implications of being an OISE/UT graduate student. It is very unfortunate when students cannot continue in their program of study due to financial hardship. See pages 184 - 186 for information on graduate student financial support. Also see pages 184 and 185 for information on International Student Fees.

8. Proceeding to Doctoral Degrees

All OISE/UT master's degree candidates wishing to proceed to doctoral degree programs in education must apply for admission and be considered in competition with all other doctoral applicants.

9. Deferrals

✦ Deferral of Admission
Normally, admission is valid only for the beginning date specified on the Offer of Admission in the section "Program to Begin." Applicants unable to attend the session for which they have been accepted must normally re-apply and must compete with all other applicants for admission to the later session.

In exceptional circumstances a department may recommend deferral of admission for a maximum of twelve months (i.e. to the next academic year) following the date of initial acceptance. Requests for deferral should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration, and no later than the deadline to register for the session to which the applicant has been accepted. For example, if a student is admitted for the 2004 Fall Session but is not able to begin the program until the 2005 Fall Session, the student's request for deferral must be received no later than September 17, 2004. Requests for deferral received in the Registrar's Office too late for consideration will be denied and the applicant will be required to re-apply for admission.

Applicants whose requests for deferral of admission have been approved should be aware that any changes made to degree program requirements will be operative in the deferred program. As well, an official transcript will be required to document any new university-level study completed in the interim period.

Applicants whose requests for deferral of admission have been approved and who have been awarded an OISE/UT Graduate Assistantship may not defer the award to the next academic year. OISE/UT Graduate Assistantship applications are available in September for the following academic year.

✦ Delay to the Winter Session

Some degree programs permit students to begin their program of study in the Winter Session of the year of acceptance (i.e. January). Requests for a change of start date to the Winter Session should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration in the program, and no later than November 1 of the year of acceptance. Requests received in the Registrar's Office after November 1 of the year of acceptance will not be considered.

Applicants who have been awarded an OISE/UT Graduate Assistantship may delay the award to the Winter Session if their request for a change of start date to the Winter Session is approved.

Special Student Applicants

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE/UT degree students, then other University of Toronto degree students, and finally to Special Students.

Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

NOTE: Students accepted to a doctoral degree program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

Full-Time Study

Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and may enrol in a full-time program of study which does not lead to a degree. See the section Minimum Admission and Degree Requirements, pages 22 - 28.

Part-Time Study

Students wishing to take one or two graduate courses which are not for degree credit are admitted as part-time Special Students.

Those accepted with standing lower than a University of Toronto **mid-B** may not apply for admission to a degree program at a later date.

Graduate Programs by Department

On the following pages is information about graduate studies offered by OISE/UT's five departments - their Programs, Fields of specialization, courses and faculty. Applicants and students may wish to consult the individual OISE/UT department regarding faculty who may be on sabbatical leave during the coming academic year.

Summary of OISE/UT's Departments, Programs and Fields of Specialization

NOTE: Applicants apply in the following sequence: Department, Program (and Field of specialization if applicable).

Adult Education and Counselling Psychology

1) Adult Education and Community Development Program
2) Counselling Psychology Program
   Fields: *a) For Psychology Specialists*
   b) For Community Settings
   c) Guidance and Counselling

Curriculum, Teaching and Learning

1) Curriculum Program
2) Human Development and Curriculum Program
3) Measurement and Evaluation Program
4) Second Language Education Program
5) Teacher Development Program

Human Development and Applied Psychology

1) Child Study and Education Program
2) Developmental Psychology and Education Program
3) School and Clinical Child Psychology Program

Sociology and Equity Studies in Education

1) Sociology in Education Program

Theory and Policy Studies in Education

1) Educational Administration Program
2) Higher Education Program
   Fields: *a) Higher Education*
   b) Health Professional Education
3) History and Philosophy of Eduction Program
   Fields: *a) History of Education*
   b) Philosophy of Education

Collaborative Programs

OISE/UT also participates is several Collaborative Programs. Please see pages 169 - 172 for more information.

Course Numbering Explained

Most courses are offered as half-courses, identified by an **H** following the course number. Full courses are identified by a **Y** after the course number. At the time of publication the actual session in which a course is to be offered is not known.

The three-letter course prefixes indicate the OISE/UT department with which they are identified (see below). Prior to the 1998 Summer Session, OISE/UT graduate courses were prefixed with EDT.

AEC:	Adult Education and Counselling Psychology
CTL:	Curriculum, Teaching and Learning
HDP:	Human Development and Applied Psychology
SES:	Sociology and Equity Studies in Education
TPS:	Theory and Policy Studies in Education

Joint courses are indicated by a **J** as the first letter in the three-letter prefix.

Course Number Series. Students should refer to departmental listings for information on master's and doctoral course number series - e.g., in the Curriculum Program, CTL1000 series refers to master's level courses; CTL1800 to 1890 series refers to doctoral level courses, etc.

Individual Reading and Research Courses

Individual Reading and Research courses can be arranged between a student and a faculty member with expertise in a very specific area of the student's interest not covered in the regular course offerings. When an Individual Reading and Research course is undertaken for graduate credit it must be supervised and evaluated by a member of OISE/UT's graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's home department and then placed on file in the Registrar's Office, Graduate Studies Registration Unit.

Students should carefully note the deadlines by which the forms must be in the Registrar's Office. (See Sessional Dates and Deadlines, pages 10 - 15.)

Special Topics Courses

Each department also offers a number of Special Topics courses in specific areas not already covered in regular course offerings.

Adult Education and Counselling Psychology (AECP)

The Department of Adult Education and Counselling Psychology consists of two distinct programs:

- **Adult Education and Community Development**
- **Counselling Psychology**

Each program offers the following degrees: M.Ed., M.A., Ed.D. and Ph.D. In the Counselling Psychology Program the M.A. and Ph.D. degrees lead to eligibility for registration as a Psychological Associate or Psychologist, respectively, with the College of Psychologists of Ontario. The M.Ed. degree provides the basic preparation for Certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association.

The Adult Education and Community Development Program offers a Certificate in Adult Education for those whose academic preparation makes them ineligible for graduate accreditation programs. There is also a Certificate in Adult Training and Development for those with an interest in that area.

The Department is also involved in several graduate collaborative programs (page 40) as well as the Initial Teacher Education program (page 40).

The Department welcomes applications to its graduate programs from qualified candidates from Ontario, Canada, and abroad.

General Information

For application information and forms visit the Registrar's Office website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Adult Education and Community Development Program

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OR
Gianeya Nesterova, Academic Liaison Officer
Telephone: 416-923-6641 ext. 2552
E-mail: gnesterova@oise.utoronto.ca

Counselling Psychology Program

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Chair of the Department

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Associate Chair of the Department

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Adult Education and Community Development Program

✦ Faculty

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✦ Associated Instructors

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Professors Emeriti

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David Hunt, Ph.D. (Ohio State)
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Solveiga Miezitis, Ph.D. (Toronto)
Alan M. Thomas, Ph.D. (Columbia)
Allen M. Tough, Ph.D. (Chicago)

Counselling Psychology Program

✦ Faculty

Bonnie Burstow, Ph.D. (Toronto)
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✦ Internship Supervisors

NOTE: Changes to several of the following can be expected in September 2004.

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Jeff Abracen, Ph.D. (McGill)
Psychologist, Correctional Service of Canada, Toronto

R. Michael Bagby, Ph.D. (York)
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Ray Blanchard, Ph.D. (Illinois)
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Temi Firsten, M.S.W. (Toronto)
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Toronto Hospital, Western Division

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Charles Marino, Ph.D. (Edinburg)
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Heather McLean, Ph.D. (Queen's)
sychologist, Markham-Stouffville Hospital, Markham

Sam Minsky, Ph.D. (Toronto)
Coordinator, Counselling and Learning Skills Service, University of Toronto

Debbie Nifakis, Ed.D. (Toronto)
Psychologist, McMaster University Counselling and Career Services, Hamilton

Anna Palucka, Ed.D. (Toronto)
Psychologist, Dual Diagnosis Unit, Centre for Addiction and Mental Health, Toronto

Bryan Phillips, Ph.D. (York)
Staff Psychologist, Counselling and Development Centre, York University, Toronto

Neil A. Rector, Ph.D. (York, UK)
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Clarke Division, Toronto

Johan Reis, Ed.D. (Toronto)
Psychologist, Health Services and Office for Persons with Disabilities, University of Waterloo

Jaan Reitav, Ph.D. (York)
Psychologist, Student Services, Canadian Memorial Chiropractic College, Toronto

Carla Rice, M.Ed. (Toronto)
Clinical Program Specialist, Body Image Project, Sunnybrook and Women's College Health Sciences Centre, Toronto

Michael Schwartz, Ph.D. (Toronto)
Psychologist, Child and Adolescent Services, Mental Health Services, Scarborough Hospital, General Division, Scarborough

Dalia Slonim, Ph.D. (Chicago School)
Psychologist, OISE/UT Counselling and
Psychoeducational Clinic, University of Toronto

Lorne Switzman, Ph.D. (Concordia)
Psychologist, Toronto Rehabilitation Institute, Rumsey Centre, Toronto

Diane Warling, Ph.D. (Toronto)
Staff Psychologist, Child, Youth and Family Program, Centre for Addiction and Mental Health, Toronto

Robin Wilson, Ph.D. (Toronto)
Chief Psychologist, Correctional Service of Canada, Toronto

Professors Emeriti

Sabir A. Alvi, Ph.D. (Indiana)
J.R. Bruce Cassie, Ph.D. (SUNY at Buffalo)

Initial Teacher Education Program

Faculty members in this department participate in the Initial Teacher Education program through the **Secondary Program 4 (Education and Work).** This option is designed for Initial Teacher Education students with an interest in workplace issues and who want to proceed to the M.Ed. This arrangement involves two Initial Teacher Education disciplines – Business Studies and Technological Studies – and three graduate programs – Sociology in Education, Adult Education and Community Development, and Counselling Psychology. However, Initial Teacher Education students in other disciplines with an interest in workplace issues may also apply for admission. The M.Ed. has a co-ordinated set of offerings of courses related to workplace issues. In total, students complete 10 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of workplace issues.

Students can enroll in the M.Ed. either part-time or full-time. Part-time students can take up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

Further information is available from:
Lennox Borel: lborell@oise.utoronto.ca

Collaborative Graduate Degree Programs

Collaborative Program in Addiction Studies

The Department of Adult Education and Counselling Psychology as well as other University of Toronto departments, participate in this collaborative program. The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours. Further information is available on page 169 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Collaborative Program in Aging and the Life Course

This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Further information is available on pages 169 - 170 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Comparative, International and Development Education

This Collaborative Program is more fully described in the section on Collaborative Graduate Degree Programs, pages 170 - 171. The core course in the program - CTL6000 - can be counted for credit in Adult Education and Community Development degree programs. Adult Education and Community Development faculty associated with this program include: Roxanna Ng, Angela Miles, Shahrzad Mojab, Karen Mundy and Daniel Schugurensky. Applicants should contact the Program Coordinator in advance of submitting their application to the Registrar and should forward one copy of their application to the Program Coordinators.

Joseph P. Farrell
Telephone: 416-923-6641 ext. 2361
E-mail: jfarrell@oise.utoronto.ca
OR
Karen Mundy
Telephone: 416-923-6641 ext. 2534
E-mail: kmundy@oise.utoronto.ca

Environmental Studies

OISE/UT offers in cooperation with the Institute for Environmental Studies at the University of Toronto a Collaborative Program in Environmental Studies. This program is carried within OISE/UT jointly through the Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education. Further information is available on pags 171 - 172 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar.*** Jennifer Sumner is the contact person in the Adult Education and Counselling Psychology Department

Graduate Collaborative Program in Women's Studies (GCWS)

The departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociolog and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Graduate Collaborative Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at Innis College and the program advisor in the student's OISE/UT home department. Further information is available on page 172 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Adult Education and Community Development Program

The Adult Education and Community Development Program provides a place to study and to contribute to theory, practice, and policy concerning formal and informal, individual and collective adult learning and teaching in small groups, schools, organizations, communities, social groups, and social movements within local, national and international contexts. Perspectives include: Aboriginal and indigenous; anti-racist and anti-colonial; arts-informed community; environmental/ecological; feminist; holistic health and wellness; international comparative/global; labour; political economy; transformative.

General Information

For application information and forms visit the Registrar's Office website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Admission

Admissions procedures are described in the Application Procedures section, pages 29 - 33.

Each year, the admissions committee receives many more applications for its Program than can be accommodated. Selection must be made from a large number of applicants who satisfy admission requirements as stated in the Minimum Admission and Degree Requirements section, pages 22 - 28. Consequently, a number of qualified applicants are disappointed. In some cases the admissions committee may suggest re-application for a later year.

Applicants must submit a Letter of Intent which states their scholarly interests and how these will relate to faculty interests and enhance their own contribution to the field. The Program also requires that the résumé submitted along with the application form provides clear and complete information about the applicant's experience related to their proposed studies - at minimum one year. Doctoral applicants must also submit the names of two Adult Education and Community Development faculty whose scholarly interests most closely match their own thesis-related interests.

Doctoral applicants who have not completed an M.A. thesis are required to submit a Qualifying Research Paper (QRP) by the application deadline in December.

Students may include in their program of study, courses offered by other OISE/UT and University of Toronto graduate departments. With the approval of the faculty advisor and the Registrar's Office (Graduate Studies Registration Unit) students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this Program, but must commence their program of study with OISE/UT courses.

Degrees

Master of Education

A four-year University of Toronto degree in a relevant discipline or professional program or its equivalent from a recognized university, with standing equivalent to a University of Toronto **mid-B or better** in the final year, is required for admission to the M.Ed.

The M.Ed. is a non-thesis degree which can be taken on either a full- or part-time basis. The program of study normally consists of ten half-courses, usually at the 1000 level. At least half of the courses should be from the Adult Education and Community Development Program. Students are normally expected to take course AEC1100, the Introduction to Adult Education, as one of their first two courses. In addition to the course work, all students must complete a comprehensive requirement from one of the following options:

a) a theory/practice integrative paper
b) a scholarly literature review and critique
c) a field-based research paper

Greater detail on these options is available from the department's handbook and guidelines.

NOTE: Students should be aware that they must be registered during the session in which the comprehensive requirement is completed, and pay the designated fee. See Continuity of Registration, page 18.

Master of Education students can also pursue research in **"Work and Career"**, an area of study which is offered jointly by the Adult Education and Community Development Program and the Counselling Psychology Program.

Further information about the Work and Career research area is available from:
Dr. Kiran Mirchandani, Adult Education and Community Development Program
Telephone: 416-923-6641 ext. 2309
E-mail: kiran@oise.utoronto.ca

Master of Arts

A four-year University of Toronto degree in a relevant discipline or professional program, or its equivalent from a recognized university, with standing equivalent to a University of Toronto **B+ or better** in the final year, is required for admission to the M.A.

The M.A. is a research-based degree which can be taken on a full- or part-time basis. Students normally would take eight half-courses, although additional courses may be required of some students. The courses usually would be at the 1000 level, and include at least four half-courses from the Adult Education and Community Development Program. Students are normally expected to take course AEC1100, the Introduction to Adult Education, as one of their first two courses. During their program of study, students in the M.A. are expected to have exposure to both qualitative and quantitative approaches to research. M.A. students complete a thesis which may lay the groundwork for doctoral research.

Doctor of Education

For admission information, see the Minimum Admission and Degree Requirements section, pages 22 - 28.

The Ed.D. degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career in a related field and who are preparing themselves for further leadership.

The Ed.D. can be taken either on a full- or part-time basis, but there is a minimum of one year of full-time study. Incoming students normally would take eight half-courses, including a four half-course major from the Adult Education and Community Development Program. A minimum of four courses must be at the 3000 level, and it is recommended that the course AEC3102 (the doctoral thesis seminar) be taken at the beginning of the program of study. It is recommended that the non-credit course AEC3111 (Academic and Professional Seminar for Adult Educators), be taken soon after. All Ed.D. students are expected to take at least one specialized methods course and a doctoral level practicum as well as complete a comprehensive requirement and write a thesis grounded in a field of practice.

Doctor of Philosophy

For admission information, see the Minimum Admission and Degree Requirements section, pages 22 - 28.

The Ph.D. degree program is designed to provide opportunities for advanced study in the theoretical foundations of adult education and in the application of such knowledge to educational practice. The Ph.D. is a full-time degree. Incoming students would begin as a cohort and would take six half-courses, which would include at least a four half-course major from the Adult Education and Community Development Program. A minimum of four courses must be at the 3000 level, including course AEC3102 (the doctoral thesis seminar) which would normally be taken in the first semester of the program of study by the entire cohort. Ph.D. Students would also normally take AEC3111 (Academic and Professional Seminar for Adult Educators) and at least one specialized methods course. In addition, all Ph.D. students are expected to complete a comprehensive requirement and a thesis.

Centres

The following research centres are based in the Department:

Centre for Arts-Informed Research
Transformative Learning Centre

Through its faculty, the Department is also involved in other research centres at OISE/UT such as:
- Centre for Integrated Anti-Racism Studies
- Centre for the Study of Education and Work
- Centre for Women's Studies in Education
- Comparative, International and Development Education Centre.

For more detailed information about these and other OISE/UT research and field centres, see pages 178 - 183 of this ***Bulletin***.

Centre for Arts-Informed Research

Heads: Ardra L. Cole and J. Gary Knowles
Location: 252 Bloor Street West,
Rooms 7-188 and 7-186
Telephone: 416-923-6641 ext. 2497 & 2403
E-mail: acole@oise.utoronto.ca
OR
E-mail: jgaryknowles@oise.utoronto.ca
Website: http://home.oise.utoronto.ca/~aresearch

The mission of the Centre for Arts-Informed Research is to articulate, explore and support alternative forms of qualitative research and representation which infuse elements, processes and forms of the arts into scholarly work.

The purpose of the centre is to contribute to the advancement of the genre of arts-informed research; to create a context for emerging and established researchers to explore methodological issues associated with arts-informed research; to work toward the development of a local, national, and international community of arts-informed researchers; to promote open dialogue and collaboration among researchers, professional artists, communities, and schools; and to provide opportunities and spaces for public access to alternative forms of research.

Centre activities include seminars, colloquia, exhibits, workshops, and conferences; publishing; a data base and resource library; funded research; art making support and facilities; coordination and support of research activities for faculty and students; international exchanges and exhibits; collaborations with art education institutions; connections with community organizations and the public and artist-in-residence programs.

Transformative Learning Centre

Head: Daniel Schugurensky
Location: 252 Bloor Street West, Room 7-119
Telephone: 416-923-6641 ext. 2595
E-mail: dschugurensky@oise.utoronto.ca
Website: www.tlcentre.org

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. It looks at ways of combining inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. (See page 182 for more information.)

Departmental Research Areas

The Adult Education and Community Development Program faculty are organized in four research and teaching areas with overlapping faculty involvement. These areas reflect elements of the whole Adult Education and Community Development Program, not separate sub-programs, and are intended as a guide for course selection and self-representation in applying. Applicants apply for entry to the Program and then may indicate, in section 19 of the Application Form A(1) and in their Statement of Intent, the topics they wish to study (choosing from within one or more categories below). Applicants are free to select courses throughout the Adult Education and Community Development Program as well as courses in other departments or Programs.

Aboriginal/Indigenous Education

Faculty
Eileen Antone and TBA

Faculty in the Aboriginal/Indigenous Education research area underscore the value and diversities of Indigenous knowledges that demonstrate the conception of educational experience as lifelong holistic processes. Education is understood to encompass a cross spectrum of experiences from the local cultural/spiritual and geographic to international relationships across the World. Faculty place Aboriginal/Indigenous wisdom at the centre of Aboriginal education initiatives by drawing from Aboriginal/ Indigenous Elders, traditional teachers, oral traditionalists, artists, craftspeople, and scholars whose bodies of work contribute to restoring the dignity of Aboriginal knowings and learning. Faculty approaches to Aboriginal/Indigenous Education take on de-colonizing methods of teaching, researching and service to the community while centering the concept of self-determination in working with Aboriginal communities. We attract educators from a variety of backgrounds whose work (teaching, research, service) may benefit or have an impact on the lives of Aboriginal/Indigenous peoples.

Community, International and Transformative Learning

Faculty
Bonnie Burstow, Angela Miles, Karen Mundy, Roxana Ng, Edmund O'Sullivan, Jack Quarter, Daniel Schugurensky

Faculty in the Community, International and Transformative Learning research area share a concern for education, collective action, social justice and planetary survival. They understand learning and teaching to be a complex, multifaceted social, economic, political, cultural and spiritual endeavour. They bring varied perspectives including feminist, ecological, anti-colonial, anti-racist, anarchist, marxist/socialist, indigenous, popular, and holistic education, liberation theology, community organizing, and community development (for example) to a rich dialogical learning experience informed by critical analyses and transformative visions.

Faculty emphasize the transformative local and the global/planetary aspects of learning and education and recognize the links between the varied issues on which they focus and between the various regions of the world. They support an environment where students of diverse backgrounds, experiences and perspectives and varying levels of expertise can challenge and support each other to broaden and deepen their approaches as they undertake research and contribute to knowledge in particular areas at either the master's or doctoral level on a part-time or full-time basis. Knowledge and learning/teaching outside the academy are honoured and emphasis is placed on building strong, mutually beneficial connections with diverse individuals, groups and communities in Canada and abroad engaged in creating and disseminating this knowledge.

Faculty are also associated with the:

- Centre for Integrated Anti-Racism Studies (page 179)
- Centre for Women's Studies in Education (pages 180 - 181)
- Comparative, International and Development Education Collaborative Program (pages 170 - 171)
- Comparative, International and Development Education Centre (CIDEC) (page 181)
- Collaborative Program in Women's Studies (page 172)
- Environmental Studies Collaborative Program (pages 171 - 172)
- Transformative Learning Interdepartmental Research Area (pages 176 - 177)

Creative Inquiry, Personal and Professional Learning

Faculty

Bonnie Burstow, Ardra Cole, J. Gary Knowles

Faculty in the Creative Inquiry, Personal and Professional Learning research area promote and support the learning and work of educators and practitioners from diverse formal and informal educational settings such as communities, schools, colleges, health care institutions, and other organizational settings. In doing so, they emphasise a collaborative, relational, mutual orientation to learning, teaching and research and adhere to principles and practices of adult learning and teaching and feminist pedagogy. Central to faculty work is a commitment to inquiry-based learning which honours prior experience and autobiographical presence as starting points for learning and research.

The broad agenda of faculty in this research area relates to defining knowledge and ways of knowing in holistic ways. This involves expanding conventional notions of rational knowledge to include embodied, emotional and artistic ways of knowing. In research practice this means finding alternative methods of inquiry that move beyond conventional academic discourse to honour complex and multi-dimensional nature of the human condition and ways of making research-based knowledge more accessible to diverse audiences. Thus, faculty work focuses on incorporating creative processes and representational forms of the arts (e.g. poetry, literary prose, drama, music, installation art, photography, painting) into social science research. Students who work with faculty in Creative Inquiry, Personal and Professional Learning typically engage in inquiry-based learning and research with an explicit intention of personal, professional, or social transformation.

Workplace Learning and Change

Faculty

Nancy Jackson, Marilyn Laiken, Kiran Mirchandani, Shahrzad Mojab, Jack Quarter

Faculty in the Workplace Learning and Change research area support and are interested in: first, a transformative analysis of the workplace and, second, an examination of alternative approaches to workplace design. The first theme situates the workplace within a broader social framework, including the impact of various forms of hierarchies (for example, social class, gender, race and ethnicity) and related social policies upon the organization of work and the distribution of its resources.

Some central issues include: the meaning of work in the modern world; the impact of hierarchical social relations upon such criteria as worker satisfaction, health and safety, creativity and productivity; the effects of globalization upon the workplace; and the impact of work upon the natural environment.

The second theme involves the study of models that seek to reduce workplace inequities. These alternative models attempt to achieve greater equality of power and remuneration; greater inclusivity; broader participation in decision-making; more reflective, responsive, and respectfu work environments; greater workplace and economic democracy; a better informed workforce; a higher quality of working life; and more sustainable forms of production. This focus subsumes a broad interpretation of the workplace. It includes differing locations for work, such a the home and community, and non-formal as well as formal workplace arrangements.

Workplace Learning and Change faculty attract educators and other practitioners and researchers from the public, private and not-for-profit organizational sectors as well as from labour unions and cooperatives. They provide opportunities to study in such areas as: organizational consultation and development; equity leadership; industri and labour relations; management and leadership development; organizational redesign; democratic decision making; processes for organizational learning; organizational change management; workplace equity and inclusivity; workplace health and safety; employee ownership/co-cooperatives; labour studies; feminist analys of work; the impact of technology; restructuring and the knowledge economy; social investment and social audit.

Faculty are also associated with:

- Learning and Work, an Interdepartmental Research Area (see pages 175 - 176)
- Learning, Work and Change, a research area in the Department of Sociology and Equity Studies in Education (see page 127)
- The Centre for the Study of Education and Work (see page 180)
- The Secondary Program 4 (Education and Work) in the Initial Teacher Education Program (see page 40)
- The Work and Career Research Area, offered jointly by the Adult Education and Community Development Program and the Counselling Psychology Program (see page 42)

Interdepartmental Research Area

Transformative Learning

The Adult Education and Community Development Program supports involvement in this OISE/UT-wide interdepartmental research area. See pages 176 - 177 or contact Anne Goodman (anne.goodman@sympatico.ca) for more information.

Certificate Programs

Certificate in Adult Education

This Certificate is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education contexts.

Students may pursue this Certificate on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses in the Adult Education and Community Development Program.

Courses taken as a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto. Fees for the Certificate are those that apply to he equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus ervices fee must be paid (see Fees section, pages 184 - 186).

Further information is available from:

Amelia Nanni, Business Officer
Telephone: 416-923-6641 ext. 2379
E-mail: ananni@oise.utoronto.ca

Certificate in Adult Training and Development

Director: Marilyn Laiken
Location: 252 Bloor Street West, Room 7-112

This Certificate is designed for trainers, facilitators, leaders and managers who want to train or facilitate the learning of others. The program of study consists of the following five modules and a practicum.

- Understanding the Adult Learner
- Needs Assessment
- Instructional Design
- Presentation Design and Delivery
- Facilitation Skills

The Certificate in Adult Training and Development is awarded upon completion of all modules and a practicum dealing with all areas covered in the program. A Practicum Report must be submitted to the Program Director and the Practicum Supervisor for feedback and approval. Candidates have one year from the end of the program of study to complete their Practicum Report. Modules are offered by experienced trainers and consultants who are grounded in adult education theory and have worked in both the public and private sectors.

Tuition for the complete program of study for 2003/2004 was approximately $3,210. Fees information is not yet available for 2004/2005. Modules may be taken individually.

For further information and/or to register, contact:

E-mail: adulttraining@oise.utoronto.ca
Telephone: 416-923-6641 ext. 2558
Fax: 416-926-4719
Website: www.oise.utoronto.ca/training/

Courses

The following list demonstrates the range of courses offered in the Adult Education and Community Development Program. Not all of the courses listed are offered in any given year.

AEC1100H Outline of Adult Education
Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education.
NOTE: It is highly recommended that all master's students enrol in AEC1100H during the first term of their program.
D. Schugurensky, S. Mojab or staff

AEC1101H Program Planning in Adult Education

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the 'real life' program planning for this course.
B. Burstow or staff

AEC1102H Community Development: Innovative Models

This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on nonprofit and cooperative approaches.
J. Quarter

AEC1103H Introduction to Research Methods in Adult Education

A critical examination of the research process. Qualitative and quantitative research approaches will be explored as an introduction to the formal inquiry process. Typically, students will be exposed to a range of research perspectives through conversational interviews, readings, and small group and whole class discussions. Students will begin to conceptualize their own research project. Particular attention will be given to fostering understandings of the ethical, procedural, and political implications of research work as well as an understanding of what it means to be 'the researcher' and 'the researched.'
J.G. Knowles or staff

AEC1104H Community Education and Organizing

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.
A.R. Miles

AEC1106H Small-Group Experience and Theory

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.
Staff

AEC1107H Developing and Leading High Performing Teams: Theory and Practice

This course examines the application of small group theory and leadership models to team development within organizational settings. It addresses such issues as power and difference among members, equity in leadership, peer performance assessment, multi-rater feedback and team process consultation. It provides an opportunity to examine, both theoretically and experientially, the development of a team as it forms, confronts interpersonal and group conflict, and evolves from dependence on the team leader to interdependence and shared leadership among team members. This course is particularly relevant to current workplace designs, where matrix models, cross-functional team arrangements and ad hoc project teams dominate new organizational forms. The course is held on seven alternate weeks for a full day each session, in order to permit both conceptual exploration and the application of theory to actual team development.
M.E. Laiken

AEC1108H Adult Learning

Through reading, interviews, and self-reflection, students in this course will gain insight into adult learning, including self-directed learning. What, why and how do adults learn and change? What are the implications for educators?
M.E. Laiken or staff

AEC1110H Basic Processes in Facilitating Adult Learning

A theoretical and experiential study of adult learning processes, and of the procedures educators can use in group settings to enhance the development of learning processes. Students will explore personal, institutional and societal variables involved in adult learning, examine the factors that promote or hinder them, experience and analyze different teaching approaches, and develop a personal approach to the teaching/learning process.
D. Schugurensky or staff

AEC1113H Gender and Hierarchy at Work

This course will focus on gender processes in work settings. We will identify patriarchal rules and expectations which run through contemporary workplaces (factories, offices, homes, hospitals, shopfloors, etc.) and propose ways in which normalizing discourses which reify gender hierarchies can be challenged. The course will focus on how 'gender,' 'race' and 'class' can be conceptualized as processes rather than demographic attributes possessed by individual workers. We will trace the connections between gendered jobs and gendered workers and explore how individuals learn to 'do gender' in organizational settings.
K. Mirchandani

AEC1114H Comparative and International Perspectives in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
D. Schugurensky, K. Mundy

AEC1117H Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.

Staff

AEC1119H Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.

N.Jackson or staff

AEC1122H Practicum in Adult Education and Community Development (Pass/Fail)

This course provides an opportunity for students to put theoretical ideas they have learned in other courses into practice. Students will identify a placement setting, and develop a project in consultation with the instructor. The practicum can be situated within any setting (examples include schools, private sector organizations, community groups, hospitals, etc.). Students will also participate in a weekly seminar which will provide opportunity for support, feedback and reflection.

K. Mirchandani, M.E. Laiken or J.G. Knowles

AEC1125H Contemporary Issues in Adult Literacy

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.

N. Jackson

AEC1130H A Participant-Directed Seminar: Learning in Organizations

This course is intended for students who have an interest in exploring the dynamics and development of an organization which supports individual, group and systemic learning and change. Through designing and operating an organization intended to meet the learning needs of its members, participants learn experientially as well as theoretically about the 'disciplines' of developing an organizational vision; sustaining personal mastery; engaging in team learning; examining mental models; and encouraging systems thinking.

M. Laiken or staff

AEC1131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.

Staff

AEC1131H Special Topics in Adult Education: Selected Issues, Themes and Models in Aboriginal and Indigenous Education

Selected issues related to social, political, spiritual and cultural factors that impact on the educational quality of life of Aboriginal Peoples in Canada resulting from colonialism and oppression will be examined. Related connections to Indigenous Peoples throughout the world will be made. Selected issues will be examined with a view toward understanding the need for transforming educational and research knowledge to reflect Aboriginal and Indigenous wisdom and strategies for solutions.

Themes and models reflecting the movement toward the development and establishment of Aboriginal education initiatives grounded in Aboriginal philosophies and perspectives for community healing and wellness and Aboriginal participation and leadership in Canadian society will be examined. This course draws on knowledge from theories and practice of Aboriginal and Indigenous methodologies, anti-racism education, qualitative research methodologies, oral histories/narratives, and Elders' wisdom. Students will be encouraged to explore various issues that impact on teaching and learning from preschool to higher education, community development, and adult education settings.

Staff

AEC1135H Practicum in Action Research for Organizational Change (Pass/Fail)

This course provides an opportunity to enhance professional skills and knowledge in the use of action research methodologies to enable organizational learning and change. Students and instructor identify learning objectives, select field sites, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department.

Prerequisite: Permission of instructor, obtained at least two months before the course begins.

M. Laiken, K. Mirchandani or staff

AEC1137H Evaluation of Adult Education Programs

This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how an evaluation should be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.

Staff

AEC1141H Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development

This course provides a theoretical framework for the adult educator's work within organizational settings. A variety of methods, including readings, audio tapes, guest speakers and group discussion provide a broad overview of the evolution of

Organization Development from early management theory to current practices in the field. The course offers an opportunity to evolve one's own perspective as a practicing or aspiring organization consultant and provides a good introduction for those new to the field.
M. Laiken or staff

AEC1143H Introduction to Feminist Perspectives on Society and Education

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with feminist analysis and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives and are interested in how gender intersects with race, class, and sexuality.
A.R. Miles or staff

AEC1145H Participatory Research in the Community and the Workplace

This course examines the theory and practice of conducting participatory and collaborative research that bridges the academic, workplace, and community divide, with an emphasis on research from feminist, anti-racist, and anti-colonial perspectives. In addition to readings, students will undertake a research project as part of the course requirement.
R. Ng or staff

AEC1146H Women, Globalization and Citizenship

This course will focus on the impact of globalization on women and citizenship. It will study current feminist approaches to the study of nationalism, multiculturalism, and identity. We will engage in a critical analysis of contemporary problems of gender and citizenship. Specifically, we will examine the link between globalization of socioeconomic relations and nation-states; the relationship between citizenship and nationality; and citizenship rights versus human rights. The course will offer a comparative and international perspective.
S. Mojab

AEC1148H An Introduction to Workplace, Organizational and Economic Democracy

This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.
J. Quarter

AEC1150H Critical Perspectives on Organization Theory, Development and Practice

Critical approaches to organizations focus on how workplace change and development is experienced by diverse groups of women and men who work within organizations. Through this course, students will have the opportunity to develop analyses of language, power and inequality in a variety of organizational settings (companies, factories, NGOs, community groups, government units, churches, schools, family businesses, etc.). We will explore the methods frequently used to 'restructure' these organizations (such as downsizing, outsourcing, contingent just-in-time policies) as well as develop critiques of recent trends which emphasize 'empowerment', 'TQM', 'organizational learning' and 'reengineering'.
K. Mirchandani

AEC1152H Individual Reading and Research in Adult Education: Master's Level

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.
Staff

AEC1156H Power and Difference in the Workplace

This course will offer a critical analysis of the place of power in sustaining inequalities in the workplace. It will look at the sources of power, its reproduction and persistence. The course will consider a variety of ways in which power is exercised in the workplace. Power will be examined as a multidimensional phenomenon including class, gender, sexuality, race and ethnicity. We will look at the ways in which the unequal distribution of power works to advantage or disadvantage certain groups of people. The course also will seek alternative approaches aimed at the establishment of an equitable workplace.
S. Mojab

AEC1160H Introduction to Transformative Learning Studies

This is the foundation course for Transformative Learning studies. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.
E.V. O'Sullivan

AEC1165H Poetry, Social Movements and Adult Learning

This course is designed to examine the role of poetry as a form of adult learning. It will consist of reading poetry that has come from the multi-centred world of transforming relationships and resistance, from new literate adults in Canada and elsewhere, from many forms of feminism, from the struggles of women and men of the African diaspora, from ecological movements, from solidarity movements and from democratic struggles in trade unions and elsewhere. The role of poetry in a variety of adult education settings from the informal to the formal will be explored. The course draws on theoretical links between adult education theory, social movement theory and poetics. It includes references to historic and contemporary uses of poetry and the spoken word in adult learning contexts.
Staff

AEC1170H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups.

A. Cole, J.G.Knowles, or staff

AEC1171H Aboriginal Education: Contemporary Policies and Programs

This course is designed to provide an interdisciplinary approach to the analysis of Aboriginal education in Canada. Emphasis is on understanding the influences of policies, programs, and institutions that affect the Aboriginal community in respect to Aboriginal education. One of the major data sources will be the report of the Royal Commission on Aboriginal Peoples. Aboriginal guest speakers will also comment on selected topics. Components of this course will include the Aboriginal world view; contemporary history/politics relevant to Aboriginal Peoples; and Aboriginal education and healing. Treaties were originally signed between First Nations and the Federal Government of Canada. These treaties for the most part have not been honoured. In this course we shall discuss the ways and means to redress this situation as we focus more specifically on issues relevant to Aboriginal education.

E. Antone or staff

AEC1173H Creativity and Wellness: Learning to Thrive

Theoretical perspectives on the development of one's sense of self, factors contributing to resiliency and vulnerability, and different approaches to coping with life stresses will be examined. Creative strategies for confronting challenges related to work, health, or personal growth issues will be explored.

Staff

AEC1175H Teacher Learning in School Contexts

The focus of this course is on schools as contexts for teacher learning. Students will explore relevant literature in the area of teacher development, and engage in a practical inquiry designed to explore the role of the school in facilitating ongoing learning and professional growth.

A. Cole

AEC1178H Practitioner/Ecological Identity and Reflexive Inquiry

The course is intended to initiate explorations of both practitioner and ecological identity. It is directed to a wide range of practitioners (including those working in environmental education) who have high regard for the place that values grounded in ecological and environmental responsibility may have in their professional practices. The course is writing intensive. A reflexive inquiry (autobiographical) process is the primary inquiry tool. The course activities are directed toward explorations of relevant personal history-based experiences and their meanings focusing, especially, on the place of experiences in particular (natural) ecological and environmental contexts - and the forming of subsequent sensitivities - in developing orientations to practitioners' work. Articulation of contemporary and forward looking perspectives about ecological and environmental issues as they pertain to the local (as well as regional and global) context of professional practice is expected.

J.G. Knowles

AEC1180H Aboriginal World Views: Implications for Education

In this course students will study philosophical views shared in Aboriginal thought that honours diversity of identities, culture and language, and geographic locations. Recent literature which highlights more than ever before culturally appropriate and culturally based Aboriginal education grounded in Aboriginal philosophies and the goal of self-determination will be explored. Central to understanding Aboriginal world views is the importance of drawing on and working with traditional wisdom related to the oral traditions, elders knowledge, and cultural symbols that speak to the 'teachings' (philosophies). Likewise, students will learn that critical to this process is placing this understanding in the context of Aboriginal Peoples' experiences with colonialism and oppression, and struggles for self-determination yesterday and today. This course will promote an understanding and appreciation of Aboriginal perspectives and explore strategies for integrating this knowledge into the work of educators. Students will be able to apply perspectives to their own research.

Staff

AEC1181H Embodied Learning and Qi Gong

The objectives of this course are to (a) disrupt prevailing western scientific knowledge and education that privilege the intellect (frequently equated with the mind) over the body-spirit; and (b) explore notions of embodiment and what it may mean to cultivate embodied ways of knowing and learning. We achieve these objectives by (i) reading and looking at relevant materials that conceptualize body-mind-spirit as an interconnected whole, with an emphasis on Traditional Chinese Medicine; (ii) recording our reflections in a journal; and (iii) conducting Qi Gong (a form of ancient Chinese breathing and meditative exercises) as an experiential way of exploring embodied learning. In addition to gaining knowledge from course contents, students will acquire skills in group process.

R. Ng or staff

AEC1182H Teaching, Learning, and Working in Nonprofits and Public Sector Organizations

The course will provide information, perspectives and frameworks within which critical issues facing the nonprofit and public sector can be understood. It will examine the organizational forms and accountability structures of organizations with a social purpose, as well as discuss the challenges faced by those within these organizations. The formal and informal practices of teaching and learning within nonprofit and public sector organizations will also be explored.

B.J. Richmond

AEC1400H Special Topics in Adult Education and Counselling Psychology

A course that will examine in depth a combined topic of particular relevance not already covered in regular course offerings in the department (by either the Adult Education Program or the Counselling Psychology Program). The topics will be announced each spring in the Winter Session and Summer Session timetables.
Counselling and/or Adult Education staff

AEC1405H Introduction to Qualitative Research (Part I)

This course articulates various theoretic groundings for qualitative research and helps students become conversant with a wide variety of qualitative methodologies (i.e., grounded theory, feminist interviewing, ethnography, participatory research, bibliographic analysis, and institutional ethnography). Gathering of information through observation, participatory observation, dialogue, and collection of documents will all be considered. Emphasis is on both understanding and practice. Learners will design or co-design a concrete piece of research and take it through the ethical review process. They will also present on at least one methodology. In line with this, they will learn about ethical conundrums, about matching methodologies with objectives and values, about methods for choosing participants. There is special emphasis on becoming critically aware as researchers - on understanding and integrating issues of power and difference.
B. Burstow or staff

AEC1406H Introduction to Qualitative Research (Part II)

This course begins where Part I leaves off. Learners will deepen their knowledge of a wide variety of qualitative research methodologies. They will gain skills interviewing, judging research, exploring dilemmas, and becoming critically aware as researchers. Their primary activity will be carrying out and completing the research project designed and approved in Part I. Giving and getting help from other classmates is an integral part of the process.
Prerequisite: AEC1405H
B. Burstow

AEC1407H Narrative as a Vehicle for Personal Change

This course is designed for advanced students who wish to explore life history and narrative approaches for research or therapeutic work through a process of self study. Course work will involve class discussions of narrative writings and a major personal project. Students will undertake an in-depth self-exploration through personal narrative combined with intensive imagination, art work, or meditative practice. The final report will include reflection on the personal change process experience.
S. Miezitis and A. Cole

AEC1408H Working with Survivors of Trauma

This course explores the nature(s) of trauma and the different ways of working with survivors. Commonalities across traumas are highlighted. Nonetheless, the emphasis is on difference-different types of trauma, different ways of coping, and the significance of different and multiple identities. Work with adult survivors of childhood sexual abuse is particularly highlighted. Other areas include survivors of: homophobic assault, ritual abuse, residential schools, refugee traumatization, war trauma, trauma associated with imprisonment, trauma associated with psychiatric intervention, and second generation trauma (for example, children of Holocaust survivors). The trauma inherent in systemic oppressions, the fact that we live in an oppressive and violent society, and the implications for practitioners is emphasized throughout. While the primary emphasis in on practitioners as counsellors, other roles are also considered, including: advocates, befrienders, community workers, and literacy workers. Practitioner self-care in light of vicarious traumatization is given special consideration. Attention is divided between individual work, group work, and community work. The course is counter-hegemonic. Dominant perspectives include: critical theory, feminism, and existentialism.
B. Burstow

AEC3102H Doctoral Thesis Course in Adult Education (Pass/Fail)

This course is designed to help doctoral students develop their thesis proposal and particularly the research problem. It is suggested that the course be taken at or near the beginning of the program.
J. Quarter or staff

AEC3103H Teaching about Global and Social Issues

This is a course that deals with issues around globalization, sustainable ecological development, social issues at both a global and local level dealing with diversities and social power. The course will also deal with North-South tensions in knowledge production and legitimization. There is also a concern to look at our present history from a planetary perspective that embraces postcolonial development issues, and feminism in the global context. There will be an emphasis on exploring and identifying teaching strategies dealing with the thematic issues of the course. Part of the class project will involve specific teaching projects that are relevant to the participants.
NOTE: Suggested background: Courses AEC1146, AEC1160, AEC3104.
E.V. O'Sullivan

AEC3104H Political Economy of Adult Education in Global Perspectives

This course will examine adult education in global contexts with specific focus on 'Third World' societies. It will offer a critical review of the relationship between adult education, modes of production, and state. In this course we will draw on Marxist, feminist, anti-racist, and ecological theoretical debates. Applying critical comparative analysis, the course will examine the role of adult education in liberation

movements and democratization of state and society. We will study the role of adult education in building a dynamic civil society and challenges we are facing towards creating a democratic civil society.
S. Mojab, D.Shugurensky or staff

AEC3111H Academic and Professional Seminar for Adult Educators (Non-Credit)
(no course credit, attend/not attend) The general goals for the seminar are to orient graduate students to the work of faculty members, to foster scholarly relationships between faculty members and doctoral students, to help each thesis writer bring her/his research work to a clear focus, to create 'a culture of thesis completion', to fuse academic and professional work, to encourage subsequent involvement in the field, and to develop ongoing, personal profession and development practices.
Prerequisite: Admitted as Doctoral student to Adult Education program.
Staff

AEC3113H Adult Education and Public Policy
This course will offer a critical framework for analyzing the role of modern Western democratic states in initiating, implementing, and ensuring equality of access and participation to members of marginalized groups. It examines the potential and limitations of public policy in areas such as, but not limited to, education, health, social and legal services, housing, and anti-racism.
S. Mojab

AEC3119H Global Perspectives on Feminist Education, Community Development and Community Transformation
The course provides an opportunity for students to study globally aware women's educational practice in community development and community transformation. It examines the general principles of this practice, the major challenges faced by practitioners in Canada and abroad, the growing regional and international women's networks supporting this practice, and current debates among women locally and within these networks.
A.R. Miles or staff

AEC3126H Transformative Education and the Global Community: Creativity and Social Change
This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a 'world community'. Special attention will be given to the problems presented by nation states - that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a global world community. A strong emphasis on global-ecology issues will be pervasive.
E.V. O'Sullivan or staff

AEC3131H Special Topics in Adult Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

AEC3132H Special Topics in Women in Development and Community Transformation
This half course will be taught once a year by the current holder of the Dame Nita Barrow Distinguished Visitor position at OISE/UT. Each visitor will call on her own particular area of interest and experience to develop a course dealing with current issues of women, development, and community transformation in a global context and from a Southern perspective.
A.R. Miles and staff

AEC3138H Social Theories and Adult Education
This seminar examines adult education policies, programs and practices in the light of theories of social and cultural reproduction, as well as theories of social change. It also provides students with an opportunity to critically analyze both existing theories and their own assumptions. One of the goals of the seminar is to assist students with developing their theoretical framework for their thesis. Thus, students will be asked to take an active role in relating social theories to their research proposal.
D. Schugurensky or staff

AEC3140H Post-Colonial Relations and Transformative Education
This course examines how gender, race, ability, sexuality and class relations and identities are being reconfigured in contemporary societies to produce new forms of inequality and difference in this era of globalization, and how these relations are linked to ecological and economic issues. We begin by interrogating the ambiguity of the term, 'post-coloniality,' through the lens of the aboriginal peoples in Canada. Each year, we will look at one or two aspects of globalization (e.g., migration, ecological and environmental issue). The potential and possibilities for transformative education are explored in light of the discussion undertaken.
R. Ng

AEC3152H Individual Reading and Research in Adult Education: Doctoral Level
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.
Staff

AEC3170H Perspectives on Qualitative Research: Part I
Students in this course will have opportunities to explore a variety of qualitative approaches to educational research, and to consider theoretical assumptions and methodological issues associated with each. The course is designed to facilitate the planning, preparation, and conduct of doctoral research.
A. Cole

AEC3171H Perspectives on Qualitative Research: Part II

This course is a continuation of AEC3170H. In Part II the various alternative approaches to educational research will be further examined with an applied focus. Emphasis will continue to be placed on issues associated with doing qualitative educational research and thesis writing.
Prerequisite: AEC3170H
A. Cole

AEC3172H Renewal in Adult Education

This course is based on the Spirit of Renewal framework. The values in the Spirit of Renewal - (1) Equity of expertise, (2) Synergy of sharing, (3) Positive orientation, (4) Continuity, (5) Contradiction, and (6) Human potential, will serve as the basis for participants to develop their own images and qualities of these beliefs. Once these images and qualities are shared, they will serve to develop action plans in whatever form of adult education the participants are concerned.
Staff

AEC3173H Effecting Change: Creating Wellness

Theory and practice in visualizing and initiating change in educational, community and work settings with special emphasis on fostering resiliency and wellness. Preventive models of service delivery based on collaborative problem solving approaches; dynamics of consultant and consultee relationships. Analysis of practicum experiences in educational or other contexts of students' choice.
Prerequisite: AEC1173 or permission of instructor.
Staff

AEC3176H Sense of Place in Professional and Natural Contexts

The course is intended to extend students' previous explorations of both 'practitioner and ecological identity' through extensive readings, discussions and writing opportunities. It is directed to a wide range of professionals/practitioners (including those working in environmental education). These persons see potential places in their work contexts and lives, and their professional practices, for the clarification and expression of personal values grounded in ecological and environmental experience, knowledge, and responsibility. The course provides a context in which to examine a variety of published works by scholarly and literary authors, journalists, artists and those in the professions. These works articulate notions of 'sense of place', 'rootedness' in landscape (intellectual, professional, built, and natural), ecological/environmental identity, geopiety, and a range of other connected concepts and will form the basis for extending course participants' understandings and expressions of their own ecological/environmental identities and perspectives as they pertain to professional practice within their workplaces. The course is intended as an extension and expansion of AEC1178.
NOTE: Permission of instructor is required.
J.G. Knowles

AEC3177H Arts-Informed Perspectives in Educational Research

This course is intended for those interested in exploring and practicing alternative forms of qualitative research and representation. Arts-informed educational research is an emerging genre in the human sciences developed in response to the perceived inadequacies of conventional research methods for inquiring into and representing the complexities of human experience. As the course title suggests, arts-informed research is influenced by, but not rooted in, the arts disciplines. The course will focus on both theoretical underpinnings and issues associated with arts-informed approaches and on the use of various representational forms (e.g., readers theatre, fiction and non-fiction literary prose, poetry, screenplay, visual and performing art) in educational research. Students will be expected to conduct an exploratory or mini research project using arts-informed methods.
A.L. Cole and/or J.G. Knowles

AEC3179H Work, Technology and the Knowledge Economy

This course will focus on the ways in which technology structures work processes within the context of recent shifts towards the 'knowledge economy'. We will explore the nature of the knowledge economy, the position of knowledge workers, and the lengths between knowledge work and technology. This will allow us to assess the impact of technology on inequality, both locally and globally. The debates on technology and knowledge work will be explored in relation to issues such as the proliferation of internet spaces, educational technologies, transnationalism and cyberactivisms. Throughout the course we will study the racialized and gendered nature of technology, knowledge and work.
K. Mirchandani

Other courses accepted for credit

The following courses may be taken for credit in the Adult Education and Community Development Program. For descriptions, see the relevant department course listings.

AEC3233H	Research Seminar in Career Development
SES1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications
SES2942H	Education and Work
SES2970H	Countering Myths About Aboriginal People through Multiple Medias
SES3951H	Political Economy, Cultural Forms and the Learning Society

With persmission from their advisor, Adult Education and Community Development students can receive credit for research methods courses from other programs, towards their program requirements. For example, students wanting to take research methods courses in history or statistics, not offered in our program, may do so with the permission of their advisor and receive credit for those courses as part of their program research methods requirement.

Counselling Psychology Program

The Counselling Psychology Program is designed to provide critical and scholarly skills in counselling and counsellor education and to train counsellors and psychologists in the general domain of psychological services. The Community Psychology Program aims to provide knowledge of a) psychological practice and counselling services required by community agencies and educational institutions and b) critical perspectives on psychological and mental health.

The Counselling Psychology Program offers three Fields of specialization:

- Counselling Psychology for Psychology Specialists (M.A., Ph.D.)
- Counselling Psychology for Community and Educational Settings (M.Ed., Ed.D.)
- Guidance and Counselling (M.Ed.)

Applicants should consider each Field in relation to eligibility criteria and their own areas of interest. General information and admission requirements for each Field are provided on the following pages.

Details on the specific program and degree requirements for each Field are contained in a brochure called ***Guidelines for the Counselling Psychology Program*** published each January and provided to newly admitted students at the time the Offer of Admission is made.

The Counselling Psychology Program normally begins in either the Summer or the Fall Session.

General Information

For application information and forms visit the Registrar's Office website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Mary Alice Guttman, Counselling Program Coordinator
Telephone: 416-923-6641 ext. 2551
E-mail: mguttman@oise.utoronto.ca
OR
Gianeya Nesterova, Academic Liaison Officer
Telephone: 416-923-6641 ext. 2552
E-mail: gnesterova@oise.utoronto.ca

Admission Requirements

In addition to the minimum degree requirements described earlier in this publication, some degrees in this department will have specific requirements relative to the nature and length of the program of study. These will be found with the description of the degrees which follows. Applicants should always consult the Minimum Admission and Degree Requirements section, pages 22 - 28, as well as the special requirements for the program of study of their particular interest. MAT and GRE scores are not required for admission to any of the degrees in Counselling Psychology.

Although the minimum requirement for admission to a master's degree program is the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B,** students normally need a higher academic standing to compete effectively with the large number of well qualified applicants to be considered. Given the limited number of students this department may accept into the majority of its degree programs, not all eligible students can be admitted. Admission committees reserve the right to determine which applicants will be admitted to their degree program.

Counselling and Psychoeducational Clinic

Co-Director: Judith A. Silver

The Clinic is a teaching facility supporting the OISE/UT graduate training program. The Clinic provides opportunities for students to work under the supervision of registered psychologists with adults and children in psychotherapy and counselling, psychological and educational assessment, remedial instruction, and innovative programming. Furthermore, the Clinic provides a setting and a framework for research as well as an up-to-date psychoeducational test library.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note that the professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. Only the following degree programs are designed to meet the academic requirements for registration by the College:

- M.A. Counselling Psychology for Psychology Specialists
- Ph.D. Counselling Psychology for Psychology Specialists

A requirement for admission to the M.A. is a University of Toronto four-year bachelor's degree in psychology or its equivalent. A requirement for admission to the Ph.D. is an M.A. in Counselling or Clinical Psychology after a University of Toronto four-year bachelor's degree in psychology or its equivalent.

For further information on registration as a Psychologist or Psychological Associate, contact:
The Registrar
College of Psychologists of Ontario
110 Eglinton Avenue West, Suite 500
Toronto, Ontario M4R 1A3
Telephone: 416-961-8817
Telephone: 1-800-459-8388
E-mail: cyarrow@cpo.on.ca

The Department of Adult Education and Counselling Psychology wishes to draw your attention to a policy statement by the College regarding independent practice by any psychology student for a fee:

> "By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the College of Psychologists of Ontario, a serious question of good professional judgement may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

Fields of Specialization

Counselling Psychology for Psychology Specialists

Master of Arts

The M.A. is designed for applicants interested in working in careers in a variety of psychological and educational settings as researchers or practitioners and meets the academic requirements for registration with the College of Psychologists of Ontario as a psychological associate. It also meets the needs of students who plan to apply to the Ph.D. in Counselling Psychology for Psychology Specialists.

NOTE: Admission to the M.A. does not guarantee admission to the Ph.D.

Admission Requirements

Admission is limited to applicants who have a University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better.** Applicants must also have taken one full course or two half-courses at the third- or fourth-year level in one or more of the following: learning, sensation, perception, cognition, thinking, motivation or emotion. It is strongly advised that students complete an undergraduate thesis in psychology as well as a history of psychology course prior to application to this degree.

Degree Requirements

The M.A. in Counselling Psychology for Psychology Specialists consists of eight half-courses, 500 hours of practicum and a master's thesis. The thesis is supervised by a faculty member. Students will plan their program of study according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Every program of study will include courses in counselling theory, practice, assessment, ethics, personality and cognitive assessment skills, and research methodology, as well as a practicum placement. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling).

Full-time on-campus study is required from September to April, which represents the Fall and Winter Sessions; however, students may begin their program of study in the preceding Summer Session. Normally, three half-courses are taken in each of the Fall and Winter Sessions and a maximum of two in the Summer Session. It is expected that all degree requirements will be completed within two years.

Doctor of Philosophy

The principal emphasis in this degree program is on the development of research and theoretical knowledge in counselling psychology, assessment skills, and knowledge and training in professional issues. Students are expected to carry out advanced research as well as to develop professional knowledge and skills in counselling psychology. Graduates of the degree program will be prepared to assume a variety of positions in psychological practice and research in schools and universities, in community settings in agencies offering psychological services, and in university or college counselling centres.

Admission Requirements

The Ph.D. in Counselling Psychology requires the following:

a) A University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better**. It is strongly advised that students complete an undergraduate thesis in psychology as well as a history of psychology course prior to application to this degree.

b) Normally, a University of Toronto M.A. degree with specialization in Counselling Psychology for Psychology Specialists, or its equivalent, with standing equivalent to a University of Toronto **A- or better**.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper which is required at the time of admission.

Degree Requirements

Students will plan individual programs of study according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Progress in the program of study will be reviewed annually.

Five areas of essential course content for a professional training program in counselling psychology are:

- ✦ counselling and psychotherapy
- ✦ psychological measurement and statistics
- ✦ advanced research methods
- ✦ history and systems
- ✦ ethics and professional issues

Normally, eight half-courses will be required. The program of study must be taken on a full-time basis. Please note that the Counselling Program is currently adjusting course requirements to conform to the guidelines and principles for the American Psychological Association accreditation of programs in professional psychology.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 2,000 hours of internship. For course credit, all internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation supervised by a full-time member of the Counselling Psychology faculty. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Comprehensive Examination

In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of the second year of full-time study. A reading list defining the required areas of knowledge is available.

The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in each of four areas of general psychology:

- ✦ the biological bases of behaviour
- ✦ the social bases of behaviour
- ✦ the cognitive/affective bases of behaviour
- ✦ individual differences

The section on professional psychology is a comprehensive examination in the five areas of professional training:

- ✦ counselling and psychotherapy
- ✦ assessment
- ✦ statistics and research design
- ✦ psychometrics
- ✦ ethics and professional issues

Counselling Psychology for Community and Educational Settings

Master of Education

The primary purpose of this degree program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs of study could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health and family life centres. The program of study provides the student with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association (CCA). Further information regarding the detailed requirements for CCC is available from CCA's website at **<www.ccacc.ca/>**.

Admission Requirements

a) a four-year University of Toronto bachelor's degree (from any area) or its equivalent, completed with standing equivalent to a University of Toronto **B+ or better**.
b) at least one year of relevant experience.

Degree Requirements

The M.Ed. in Counselling Psychology for Community and Educational Settings requires ten half-courses plus a comprehensive examination. Individual programs of study will be planned according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. The six half-courses required in Counselling Psychology will include one in counselling, group theory, ethics, multicultural counselling, and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling).

Master of Education students can also pursue research in the area of Work and Career which is offered jointly by the Counselling Psychology Program and the Adult Education and Community Development Program.

Doctor of Education

Counsellor training in this degree emphasizes the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services in addition to the advanced study of counselling theory and practice. Graduates of this degree will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related, inservice training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of counselling services in an educational and community setting. Consult the department's guidelines about specific course offerings.

Admission Requirements

In addition to the minimum requirements for admission to Doctor of Education degrees found in the Minimum Admission and Degree Requirements section, pages 22 - 28, the Ed.D. in Counselling Psychology requires the following:

a) a University of Toronto four-year bachelor's degree (from any area) or its equivalent.
b) the applicant must normally hold an M.A. or M.Ed. degree in Counselling Psychology from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto **B+ or better**.
c) the applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.
d) applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper.

Degree Requirements

Students will plan their programs of study in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, six of which must be in Counselling Psychology.

Each student must complete a minimum of one year of full-time, on-campus study and, in addition, serve a period of internship in an appropriate setting.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 500 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Guidance and Counselling

Master of Education

The purpose of this degree is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this degree program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. The program of study provides the student with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association (CCA). Further information regarding the detailed requirements for CCC is available from CCA's website at **<www.ccacc.ca/>**. Students completing this M.Ed. degree may have their degree credited toward Parts I and II of the Ontario College of Teachers' Specialist Certificate in Guidance. Further information is available from:

Ontario College of Teachers
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
Telephone: 1-888-534-2222
Fax: 416-961-8822
E-mail: info@oct.on.ca
Website: www.oct.ca

Applicants interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. in Counselling Psychology for Community and Educational Settings.

Admission Requirements

a) a four-year University of Toronto bachelor's degree or its equivalent, from any area, with standing equivalent to a University of Toronto **mid-B or better**

b) teacher certification

Degree Requirements

Candidates may pursue the M.Ed. degree on a full- or part-time basis. The requirements are ten half-courses plus a comprehensive examination.

The program of study, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the seven half-courses required in Counselling Psychology every program of study must include counselling and group theory and a practicum experience. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling). Students are advised to check prerequisites for each course before selecting their program of study. Prerequisites are listed with the course descriptions.

NOTE: Students interested in graduate training beyond an M.Ed. degree should apply to the Ed.D. in Community and Educational Settings. (See page 56.)

Courses

The following list demonstrates the range of courses offered in the Counselling Psychology Program. Not all of the courses listed are offered in any given year.

AEC1202H Personality Theories and Techniques in Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change. NOTE: Full-time Guidance and Counselling students may take AEC1202H concurrently with AEC1203Y. Counselling students will have priority for enrolment in this course.
Staff

AEC1203Y Practicum I: Interventions in Counselling Psychology

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.
NOTE: Part-time students must be available one full weekday per week to fulfill the practicum requirement. All counselling practica must be done through OISE/UT. Practica done at other universities may not be considered as substitutes.
Prerequisite: AEC1202H, for Counselling students only. Full-time Counselling students may take AEC1203Y concurrently with AEC1202H.
M.A. Guttman, L. Stermac, J.E. Watson, J. Silver and staff

AEC1205H Individual Intellectual Assessment

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.
Prerequisite: Permission of instructor.
Staff

AEC1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity

This course will review the research findings and clinical case literature in selected areas of lesbian, gay, bisexual, and transgender psychology with reference to their implications for professional practice in counselling psychology. Particular emphasis will be given to the clinical and research implications of sexual orientation identity acquisition, bias crime victimization, same sex domestic violence, HIV/AIDS, gender dysphoria, and alcohol and substance use. Students will come to a greater appreciation and understanding of the special counselling needs of clients from differing sexual orientations and gender identities through a combination of lectures, seminar presentations, discussions, bibliographic and Internet research, and original student research projects.
J.R. Gillis

AEC1208H The Counselling Relationship

This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, countertransference, client and counsellor differences, contextual effects on the counselling relationship, responses to 'difficult' clients, and ethical issues.
N. Piran

AEC1212H Psychological Aspects of Counselling and Teaching New Canadians

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.
Prerequisite: Permission of instructor.
Staff

AEC1214H Critical Multicultural Practice: Diversity Issues in Counselling

The course is designed to introduce students to the field of counselling in the context of a multicultural, multi-ethnic, multi-faith, multi-racial, multi-gendered and multi-abled society. The course seeks to define and locate multicultural counselling studies within the broader historical, economic, social and political contexts of mental health care. Through a critical examination of 'race', gender, ethnicity, sexual orientations, disability and social class students would establish an understanding of the theoretical and conceptual ideas that form the basis of practice with minority clients. Key concepts such as identity and multiple identities, power, stereotyping, discrimination, prejudice and oppression will be explored in relation to women, Aboriginal, ethnic minorities, lesbian, gay men and disabled clients. Through discussions, seminar presentations and experiential learning, the course will support the development of appropriate counselling skills and competencies to practice in a clinically anti-oppressive way.
R. Moodley

AEC1219H Ethical Issues in Professional Practice in Psychology

This course is an introduction to ethical issues in the professional practice of psychology. We will cover issues encountered in counselling, assessment, and research and will have opportunities to discuss ethical issues in teaching and organizational and community psychology. The goals of the course are: a) to familiarize students with the variety of issues they might encounter in their own work, b) to provide students with the skills and resources for ethical decision-making, c) to familiarize students with the codes, standards, and legislation which bear on ethical and legal issues.
NOTE: Open to Counselling Psychology students only.
M.S. Schneider

AEC1228H Individual and Group Psychotherapy: Family and Marital Counselling

This course will examine one of several contemporary models of psychotherapy for family and marital counselling.
Staff

AEC1229H Individual and Group Psychotherapy for Counselling

Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.
Prerequisite: Permission of instructor.
Staff

AEC1243H Seminar in Community Psychology and Community Development

The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
Staff

AEC1245H Brief Counselling Strategies

This course is intended to introduce students to recent developments in the theory and practice of brief counselling strategies with a particular emphasis on the Solution focussed model. The practice component of the course will involve learning how to apply brief counselling strategies and techniques to client problems in order to facilitate resolution in as brief a time as possible.
Staff

AEC1247H Practicum in Adult Counselling (Pass/Fail)
This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.
NOTE: Only available to students who enrolled prior to July 1997.
Staff

AEC1250H Fundamental Concepts of Psychosynthesis: Part I
This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course features experiential as well as didactic techniques.
Prerequisite: Permission of the instructor
Staff

AEC1252H Individual Reading and Research in Counselling Psychology: Master's Level
Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

AEC1253H Feminist Issues in Counselling Psychology and Psychotherapy
This course examines the principles and practices of feminist therapy, theories of female development and the psychology of women. Special emphasis is placed on relational theories. Specialized techniques and their application to specific and diverse groups of women will be reviewed.
K. Jasper or staff

AEC1254H Contemporary Issues in Human Sexuality and Sex Education
This course will survey significant social issues in human sexuality, using a variety of theoretical perspectives, with attention to race, class and gender diversity. Ways of addressing the sexual information needs of people of all ages will be addressed.
M.S. Schneider

AEC1257H Females' Psychological Development
Both traditional and modern theories of aspects of human psychological development pertaining to females are critically examined. Special emphasis is placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
Staff

AEC1261H Group Work in Counselling
Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work.
NOTE: For students enrolled in Counselling programs only.
Staff

AEC1262H Educational and Psychological Testing for Counselling
A survey of standardized tests typically used by counsellors in schools, community colleges, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.
Staff

AEC1263H Seminar in Research Methods for M.A. Students
Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE/UT.
NOTE: Limited to Counselling Psychology for Psychology Specialists students.
Staff

AEC1266H Career Counselling and Development: Transition from School to Work
This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
NOTE: This course is limited to students in a U of T graduate degree program. Others by permission of instructor.
C.P. Chen

AEC1267Y Advanced Practicum in Counselling
A continuation of AEC203Y, designed primarily for M.Ed. students.
Prerequisite: AEC1202H, AEC1203Y, and permission of instructor.
Staff

AEC1268H Career Counselling and Development: Transitions in Adulthood
This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include midlife career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.
NOTE: This course is limited to students in a U of T graduate degree program. Others by permission of instructor.
C.P. Chen

AEC1269H Use of Guided Imagery in Counselling and Psychotherapy

This is a course for students in the Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using guided imagery as a therapeutic tool.
N. Josefowitz

AEC1275H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of counselling psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

AEC1278H Cognitive Therapy

This course covers current theory and principles of cognitive therapy in the treatment of anxiety and depression. Special applications such as grief counselling, bereavement and post-traumatic stress disorders will be examined.
Staff

AEC1289H Community Mental Health

This course will survey current topics in community mental health and in the delivery of mental health services. Particular focus will be on services for diverse populations.
M.S. Schneider

AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

The course is intended for students who plan to conduct research in the fields of counselling or health promotion. Published research in these two domains will be reviewed, including treatment outcome and program evaluation, gender and diversity issues in counselling and health promotion. Students will be encouraged to consider their life experiences, values and worldviews in constructing their research plan.
N. Piran

AEC3215H Seminar in Counselling Psychology: Part I

Specific issues of counselling and psychotherapy are examined within an integrative framework. An in-depth examination of a counselling model will be included.
NOTE: Open to doctoral students in Counselling Psychology only.
J.E. Watson

AEC3216H Seminar in Counselling Psychology: Part II

This course will focus on the application of a counselling model introduced. Students will be required to see clients and develop mastery in the use of theory and techniques. They will gain experience in case formulation, the application of marker-guided interventions and the development and maintenance of the therapeutic alliance.
Prerequisite: AEC3215H
Staff

AEC3217Y Practicum II: Interventions in Counsellin Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.
N. Piran

AEC3218H Research Seminar in Counselling

A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyz and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposa for many students.
NOTE: Open to Counselling Psychology students only.
L. Stermac

AEC3224H Individual Personality and Cognitive Assessment

This course serves as an introduction and orientation to issu in psychological assessment. The principles of appropriate and ethical testing are reviewed with emphasis on psychometric theory, test standards, multicultural competence, and communication of findings. Supervised practical experience is provided in the administration and interpretation of representative tests of intellectual achievement, personality, neuropsychological, and occupational functioning to adults.
NOTE: Limited to Counselling Psychology for Psychology Specialists students.
J.R. Gillis or staff

AEC3225H Assessment and Diagnosis of Personality and Psychopathology

This course serves as a continuation of 3224H, with a focus on the critical analysis and in-depth understanding of selecte theories of personality and diagnostic systems. Within this context, the results of personality inventories, standardized diagnostic interviews, behavioural measures, and neuropsychological tests will be used to prepare case formulations and treatment plans for adults.
Prerequisites: AEC3224H and 3258H (Stermac's)
NOTE: Limited to Counselling Psychology for Psychology Specialists Doctoral students.
J.R. Gillis or staff

AEC3233H Research Seminar in Career Development

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development anc career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
M.A. Guttman or staff

AEC3234Y Research Seminar in Multicultural Studie

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A

weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyze, and redesign representative studies in the multicultural literature. It is expected that for many students the review and research design will lead to the development of thesis proposals.
R. Moodley

AEC3243H Fundamentals of Psychoanalysis: Part I
This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
Staff

AEC3253H Individual Reading and Research in Counselling Psychology: Doctoral Level
Description as for AEC1252.
Staff

AEC3258H Special Topics in Counselling Psychology
A course designed to permit the study (in a formal class setting) of a specific area of Counselling Psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

AEC3260H Psychopathology and Diagnosis
This course is designed to provide an in-depth understanding and working knowledge of the defining characteristics of major clinical/psychological disorders as well as current diagnostic systems and practices. Students will develop skills in synthesizing clinical material and formulating/making differential diagnoses based on the Diagnostic and Statistical Manual of Mental disorders (DSM-IV-TR). The course will also provide some opportunity to critically examine current theories and etiological perspectives on psychopathology with attention to gender and cultural issues. The course material will include video recordings for illustration of diagnostic issues and clinical syndromes as well as for practice purposes.
NOTE: For Ph.D. students in Counselling Psychology only.
L. Stermac

AEC3266H Seminar: Applications of Psychological Analysis and Research Methods
An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analyzed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals.
Staff

Other courses accepted for credit

The following courses may be accepted for credit in the Counselling Psychology Program. For descriptions, see the relevant department's course listing.

AEC1173H	Creativity and Wellness: Learning to Thrive
AEC1400H	Special Topics in Adult Education and Counselling Psychology
AEC1405H	Introduction to Qualitative Research (Part I)
AEC1406H	Introduction to Qualitative Research (Part II)
AEC1408H	Working with Survivors of Trauma
AEC3173H	Effecting Change: Creating Wellness
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
HDP3204H	Contemporary History and Systems in Human Development and Applied Psychology. **NOTE:** This course is available only to Ph.D. students in the Field of Counselling Psychology for Psychology Specialists (Available alternate years.)

Curriculum, Teaching and Learning (CTL)

The Department of Curriculum, Teaching and Learning is the largest of five departments within OISE/UT. With a diverse community of approximately 100 tenured and tenure-stream faculty, the department offers a wide range of graduate courses and programs relating to academic scholarship and professional practice.

The following graduate Programs are offered by the CTL Department:

- Curriculum (M.Ed., M.A., Ed.D., Ph.D.)
- Human Development and Curriculum (M.T.)
- Measurement and Evaluation (M.Ed., M.A., Ed.D., Ph.D.)
- Second Language Education (M.Ed., M.A., Ed.D., Ph.D.)
- Teacher Development (M.Ed., M.A., Ed.D., Ph.D.)

NOTE: The Master of Arts in Teaching, M.A.(T.), program was discontinued in the 2003/2004 academic year. The Department of Curriculum, Teaching and Learning will ensure that all students enrolled in the program will be able to complete the necessary program requirements.

The Department also offers the following Collaborative Programs:

- Collaborative Program in Comparative, International and Development Education (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Environmental Studies (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Women's Studies (M.Ed., M.A., Ed.D., Ph.D.)

There are numerous opportunities for research and field development in the Department of Curriculum, Teaching and Learning. Several internal research centres are associated with the department, including:

- Centre for the Advancement of Measurement, Evaluation, Research and Assessment
- Centre for Franco-Ontarian Studies
- Centre for Teacher Development.
- Comparative, International and Development Education Centre
- Modern Language Centre

Many CTL faculty are oriented toward field-based practice, and numerous courses are offered off-site or through distance learning modes.

General Information

For application information and forms visit the Registrar's Office website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Linda Pereira, Liaison Officer, Registrar's Office,
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2608
Fax: 416-323-9964
E-mail: lpereira@oise.utoronto.ca

Academic Information

For academic information, contact:
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 2601
Fax: 416-926-4744
Website: www.oise.utoronto.ca/depts/ctl/

Off-Campus Information

For academic information regarding off-campus courses, contact:
Theresa Oliveira, Academic Programs Officer
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 2747
Fax: 416-926-4744
E-mail: oliveira@oise.utoronto.ca

Chair of the Department

Dennis Thiessen, D.Phil. (Sussex)
Professor
(curriculum and school change, student and teacher perspectives, teacher education)

Associate Chairs of the Department

Tara Goldstein, Ph.D. (Toronto)
Research and Development; Associate Professor
(anti-discriminatory education in school settings; education of immigrant/ESL students; ethnography; qualitative research methods)

Anne Jordan, Ph.D. (Toronto)
Coordinator of Graduate Programs; Professor
(policies and practices in special education delivery; effective teaching in inclusive classrooms, collaboration and resource support)

Faculty

Andy Anderson, Ph.D. (Michigan State)
Associate Professor
(physical and health education; learning strategies)

Mary Beattie, Ed.D. (Toronto)
Associate Professor
(teachers' professional knowledge; professional development; narrative and arts-based inquiry)

Clive M. Beck, Ph.D. (New England)
Professor
(teacher education; practitioner inquiry; theory of schooling; teacher development; school renewal)

John Lawrence Bencze, Ph.D. (Toronto)
Associate Professor
(students' and teachers' expertise in problem-solving in Science and Technology and related pedagogies; action research; naturalistic education and research)

Barrie Bennett, Ph.D. (Oregon)
Associate Professor
(integration of multiple models of teaching to instruction; behavioural management; organizational change)

Kathy Bickmore, Ph.D. (Stanford)
Associate Professor; cross-appointed to Sociology and Equity Studies in Education
(conflict resolution and controversial issues education; education for democracy, peace, social justice/equity; social studies; international comparative perspectives)

Clare Brett, Ph.D. (Toronto)
Assistant Professor
(technology and learning in elementary, secondary and post-secondary contexts, including teacher education and asynchronous learning environments, reading and writing development)

Linda Cameron, Ed.D. (Toronto)
Associate Professor
(early childhood; language and literacy; children's literature; ESL issues; parenting; adaptive instruction; holistic and aesthetic education; teacher education)

Elizabeth Campbell, Ph.D. (Toronto)
Associate Professor
(professional ethics in education; teachers' ethical knowledge; moral and ethical dimensions of schools; teacher education; qualitative research)

Ruth A. Childs, Ph.D. (North Carolina)
Assistant Professor
(educational assessment; psychometric methodology; computerized testing; testing policies)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(mathematical education; holistic education; holistic approaches in the mathematics curriculum; computers in the curriculum)

Carola Conle, Ph.D. (Toronto)
Associate Professor
(narrative inquiry; narrative curriculum; social foundations of curriculum, ethics and imagination)

Karyn Cooper, Ph.D. (Alberta)
Assistant Professor
(teacher knowledge and classroom practice; aesthetic education; interpretive research methods)

Alister Cumming, Ph.D. (Toronto)
Professor; Head, Modern Language Centre, cross-appointed to Human Development and Applied Psychology
(English as a second/foreign language; language learning, instruction and curriculum; writing in second languages; evaluation)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

Vivian Darroch-Lozowski, Ph.D. (Alberta)
Professor
(aesthetics of thought and artistic practice; language and the body)

Lynn Davie, Ph.D. (Wisconsin)
Professor
(instructional design in distance education; computer applications; computer-supported qualitative analysis; adult learning)

C. T. Patrick Diamond, Ph.D. (Queensland)
Professor
(post-modern arts-based, narrative inquiry; qualitative research methods; personal construct theory; teacher knowledge and development; classroom studies)

D. Mark Evans, M.A. (McMaster)
Senior Lecturer; Coordinator, Initial Teacher Education Programs (Secondary)
(models of teaching; social studies education; citizenship education; international education; teacher education and development)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor; Head, Comparative, International, and Development Education Centre; cross-appointed to Adult Education and Counselling Psychology
(comparative and international education; planning education for social development especially in developing countries; comparative teacher development; education policy studies; evaluation of reform projects)

Grace Feuerverger, Ph.D. (Toronto)
Associate Professor
(multicultural perspectives in teacher education; ethnic identity maintenance and language learning; attitudes to heritage language learning; cultural and linguistic diversity in classrooms)

Antoinette Gagné, Ph.D. (Toronto)
Associate Professor
(second language teaching and learning; English as a second/foreign language; second language education; program/curriculum development; school and classroom based research)

Kathleen Gallagher, Ph.D. (Toronto)
Assistant Professor
(reflective-practitioner research; arts education and teacher development; arts community partnerships; girls and secondary schooling, feminist theory; critical drama/theatre pedagogy; equity-centered teaching)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Associate Professor
(Franco-Ontarian education; qualitative analysis; gender and education; multiculturalism and French-language education; curriculum policy; school and society)

James G. Hewitt, Ph.D. (Toronto)
Associate Professor
(computer supported learning environments; electronic discourse; distance education; instructional design; science education)

Derek Hodson, Ph.D. (Manchester)
Professor; Director of the Centre for Studies in Science, Mathematics and Technology Education
(history, philosophy and sociology of science curriculum; school-based assessment and curriculum evaluation strategies; concept development in science and technology)

Guanglei Hong, Ph.D. (Michigan)
Assistant Professor
(multi-level modeling; longitudinal data analysis; experimental and quasi-experimental designs; causal inference theories and methods; policy analysis and program evaluation)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed to Theory and Policy Studies in Education
(analysis of teaching; classroom interaction; pedagogical knowledge; professional development; science education)

Mary Kooy, Ph.D. (Simon Fraser)
Associate Professor
(English education; response to literature; narrative/inquiry; oral and written discourse; teacher development education)

Clare Kosnik, Ph.D. (Toronto)
Associate Professor; Coordinator, Initial Teacher Education Programs (Elementary)
(teacher as researcher; language arts; values in education; initial teacher education)

Normand Labrie, Ph.D. (Laval)
Professor;
(minority language issues; psycho - and sociolinguistics)

Tony C. M. Lam, Ph.D. (Washington)
Associate Professor; Head, Centre for the Advancement of Measurement, Evaluation, Research and Assessment (CAMERA)
(applied measurement; program evaluation; performance-based assessment)

Sharon Lapkin, Ph.D. (Toronto)
Professor
(French as a second language research; bilingual education; second-language writing)

Douglas E. McDougall, Ed.D. (Toronto)
Associate Professor
(mathematics education; applications of technology to teaching and learning; computer applications in the curriculum; computer-supported qualitative analysis; teacher education)

Robert S. McLean, Ph.D. (Carnegie-Mellon)
Professor
(the Internet; computer technology; curriculum uses of computers; instrumentation; software development; virtual reality)

Jack Miller, Ph.D. (Toronto)
Professor
(holistic education; spirituality in education; curriculum orientations; contemplation in educational settings)

Robert Morgan, Ph.D. (Toronto)
Associate Professor
(cultural studies and critical pedagogy; media education; critical theory and history of English studies; cultural theory)

Martina Nieswandt, Ph.D. (Kiel)
Assistant Professor
(science education; conceptual change in science; classroom processes; writing in science; gender and science education; history and development of science)

Erminia Pedretti, Ph.D. (Toronto)
Associate Professor
(science education; science-technology-society education; learning science in school and non-school settings such as museums and science theatres; action research; teacher development)

Shelley Peterson, Ph.D. (Alberta)
Associate Professor
(socio cultural dimensions of literacy learning in primary/junior/intermediate writing classrooms and in classroom and large-scale writing assessment)

Carol Rolheiser, Ph.D. (Oregon)
Associate Professor; Associate Dean, Academic Development
(teacher education; program development; cooperative learning and other models of teaching/learning; alternative approaches to assessment and evaluation; educational change)

John A. Ross, Ph.D. (McMaster)
Professor; Head, OISE/UT Trent Valley Centre
(curriculum development; school change; program evaluation)

Marlene Scardamalia, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE/UT Northwestern Centre; and Coordinator, Technology Mediated and Off-Campus Programs
(curriculum implementation and evaluation; coaching as an implementation strategy)

Lesley Shore, Ed.D. (Toronto)
Assistant Professor
(secondary English, adolescent girls and reading; technology, media and cultural studies; teacher development; philosophy of literature; critical thinking through holocaust literature

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor, cross-appointed to Theory and Policy Studies in Education
(curriculum and teachers' lives; curriculum development for gifted learners; historical evolution of curriculum in the secondary schools of Ontario; gender issues and education)

Nina Spada, Ph.D. (Toronto)
Professor
(second language acquisition, classroom-centred research in L2 teaching and learning, English as a second language, psycholinguistics)

Paula Stanovich, Ph.D. (Toronto)
Associate Professor
(special education and inclusion; adaptive instruction; effective teaching; teacher beliefs; initial teacher education; elementary language arts)

Suzanne Stiegelbauer, Ph.D. (Texas)
Associate Professor
(visual arts; Aboriginal issues and arts; educational change; social context of education; strategies in initial teacher education; anthropology)

Merrill K. Swain, Ph.D. (California at Irvine)
Professor; cross-appointed to the Department of Linguistics
(applied linguistics, psycholinguistics; bilingualism and bilingual education; L2 classroom research; sociocultural theory and L2 learning)

Heather Sykes, Ph.D. (UBC)
Assistant Professor
(teacher's life history; issues of sexuality in physical education and sport; poststructural, queer and feminist theories)

Peter Trifonas, Ph.D. (British Columbia)
Associate Professor
(critical literacy; curriculum theory; philosophy of education; social and cultural studies)

Joyce A. Wilkinson, Ph.D. (Minnesota)
Associate Professor; cross-appointed to the Graduate Centre for the Study of Drama
(holistic personal, creative and cultural development through play, drama, the arts; holistic arts therapies; Canadian children's literature; imaginal thinking and creative interdisciplinarity)

David Wilson, Ph.D. (Syracuse)
Professor; cross-appointed to Theory and Policy Studies in Education
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

Richard G. Wolfe, B.A. (Wisconsin)
Associate Professor
(data analysis and statistics; research and school applications of computers; achievement surveys)

Associated Faculty

Francis Ahia, Ph.D. (Toronto)
Assistant Professor; cross-appointed from the Transitional Year Program

Guy Allen, Ph.D. (Toronto)
Senior Tutor; Director, Professional Writing Program, University of Toronto at Mississauga

Nathalie Bélanger, Ph.D. (Sorbonne)
Assistant Professor; Coordinator, Franco-Ontarian Studies in Education; cross-appointed from Sociology and Equity Studies in Education

Marcel Danesi, Ph.D. (Toronto)
Professor; cross-appointed from the Department of Spanish and Portuguese

Lorna M. Earl, Ph.D. (Western)
Associate Professor, cross-appointed from Theory and Policy Studies in Education

Wanja Gitari, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Transitional Year Program

Lynne Hannay, Ph.D. (Ohio State)
Professor; Head, OISE/UT Midwestern Centre, Cross appointed from Theory and Policy Studies in Education

Robert K. Logan, Ph.D. (MIT)
Associate Professor, cross-appointed from the Department of Physics, University of Toronto

Jean S. Mason, Ph.D. (McGill)
Assistant Professor; cross-appointed from the Professional Writing Program, University of Toronto at Mississauga

John R. Percy, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Astronomy, University of Toronto at Mississauga

Roger I. Simon, Ph.D. (Yale)
Professor, cross-appointed from the Department of Sociology and Equity Studies in Education

Keith E. Stanovich, Ph.D. (Michigan)
Professor; cross-appointed from Human Development and Applied Psychology

Dale M. Willows, Ph.D. (Waterloo)
Professor; cross-appointed from Human Development and Applied Psychology

Earl Woodruff, Ph.D. (Toronto)
Associate Professor, cross-appointed from Human Development and Applied Psychology

Professors Emeriti
Johan L. Aitken, Ph.D (Toronto)
David Booth, M.Ed. (Durham)
Arnold Bowers, M.Ed. (Queen's)
Stacy Churchill, Ph.D. (London)
F. Michael, Connelly, Ph.D. (Chicago)
Don Fraser, M.A. (Toronto)
Normand J. Frenette, Ph.D. (Montreal)
Donald I. Galbraith, M.Ed. (Toronto)
David Garth, B.Com. (Queen's)
Gila Hanna, Ph.D. (Toronto)
Birgit Harley, Ph.D. (Toronto)
Brendan Kelly, Ed.D. (Toronto)
Natalie Kuzmich, M.A. (Toronto)
Leslie D. McLean, Ph.D. (Wisconsin)
Philip Nagy, Ph.D. (Alberta)
Shizuhiko Nishisato, Ph.D. (North Carolina)
H. Howard Russell, Ed.D. (Toronto)
Ronald Silvers, Ph.D. (Princeton)
Ross E. Traub, Ph.D. (Princeton)
Merlin W. Wahlstrom, Ph.D. (Alberta)
Joel Weiss, Ph.D. (Chicago)
Elgin Wolfe, M.Ed. (Toronto)

Distance Education

The Department of Curriculum, Teaching and Learning offers some sections of existing courses via computer conferencing and off-campus in locations such as Kitchener and London. Additionally, off-campus and technology-mediated courses are offered through the Curriculum Program.

For further details, contact:
Wayne Seller, Coordinator of Technology-Mediated and Off-Campus Programs, OISE/UT Northwestern Centre
Telephone: (807) 475-8110
Fax: (807) 475-8149
OR
Theresa Oliveira, CTL Academic Programs Officer
Telephone: 416-923-6641 ext. 2747
Fax: 416-926-4744
E-mail: toliveira@oise.utoronto.ca.

Studies in French

The Department also offers on-campus and distance education courses in the French language in cooperation with the Department of Sociology and Equity Studies in Education.

For further details, see the Études franco-ontariennes en éducation Interdepartmental Research Area (pages 174 - 175) or contact Nathalie Bélanger, Coordinator, French Language Studies or Theresa Oliveira (see above).

Curriculum Program

Program Co-ordinator:
K. Bickmore

Core Faculty:
A. Anderson, M. Beattie, J.L. Bencze, C. Brett, L. Cameron, R. Cohen, V. Darroch-Lozowski, L. Davie, J. Farrell, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, J. Hewitt, D. Hodson, A. Jordan, R. McLean, R. Morgan, M. Nieswandt, E. Pedretti, C. Rolheiser, J. Ross, M. Scardamalia, W. Seller, L. Shore, E. Smyth, P. Stanovich, H. Sykes, P. Trifonas

The Curriculum Program is a forum for systematic reflection on the substance (subject matter, courses, programs of study), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: what should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation. Curriculum Program course offerings and guided research opportunities reflect the diverse interests of faculty in a range of areas.

The interest areas below reflect elements of the whole Curriculum Program, not separate sub-programs. Faculty and students each pursue diverse overlapping combinations of these interests. To show the general dimensions of the Curriculum Program, the interest descriptors are arranged in categories: broad perspectives on education in various contexts (where and why we teach), curriculum content and pedagogy (what and how we teach), and intersections of curriculum with particular diverse learners (who we teach).

Applicants are invited to identify, in section 19 of the Application Form A(1) and in their Statement of Intent, two or three main topics they wish to study from within one or more of the following categories.

Curriculum Theories, Educational Perspectives and Contexts

Orientations toward curriculum, schooling, diverse educational settings, teaching/learning, educational change, and research in education:

- Curriculum and Program Development, Implementation and Evaluation
- School/District Policy, Change and Reform
- Teacher Professional Development, Teachers as Change Agents
- Teachers' Work, Lives, and Beliefs
- Holistic Education
- Feminist and/or Queer Theories in Education
- Cultural Studies in Education
- Dialogic and Social Constructivist Theories in Education
- Education in Non-school and/or Adult Settings
- Distance Education and On-line Learning Environments
- Knowledge Media/Technology, Knowledge Building and Innovation

Curriculum Subject Matter and Teaching/Learning Processes

Content, representations, and pedagogy associated with teaching in specific subject areas:

- Pedagogy, Teaching/Instructional Design and Student Assessment
- Student and/or Teacher Problem Solving and Critical Thinking
- Arts and Aesthetic Education
- Drama/Theatre Pedagogy
- Health and Physical Education
- Science and/or Technology Education
- Mathematics Education
- English Language, Children's Literature, and Literacy Education
- Democratic Citizenship, Global Perspectives, and Social Sciences Education
- Conflict/Peace Education

Diverse Student Populations and Curriculum Equity

Challenges in constructing and delivering curriculum for diverse students and/or for social change:

- Special Education, Adaptive Instruction and Inclusive Classrooms
- Franco-Ontarian and French-Language Minority Education
- Educating Immigrant and English as a Second Language Students
- Gender Equity in Education
- Sexuality and Anti-Homophobia Education
- Anti-Racist, Multicultural and Anti-discriminatory Education
- Students' Identity Construction

Curriculum Program faculty guide student work in a wide range of inquiry and data analysis methodologies, including qualitative and quantitative research, action research, naturalistic inquiry, teacher inquiry, computer-supported analysis, performed and critical ethnography, and life history.

NOTE: Applicants wishing to participate in any of CTL's three Collaborative Programs should select the Curriculum Program and the desired Collaborative Program when completing their application form. See the Application for Admission Form A(1), section 18.

Degrees

Master of Education

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Applicants are accepted under the general regulations, which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. The M.Ed. program of study consists of eight half-courses, four of which are normally undertaken in the Program, plus a Major Research Paper (MRP), and may be taken on a full- or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within six years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Program web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested and to link them to faculty advisors.

Master of Arts

This degree is designed to provide academic study and research training related to fields of professional specialization in curriculum. Applicants are accepted under the general regulations. Admission normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. degree program. The M.A. may be taken on a full- or part-time basis and consists of eight half-courses, four of which are normally undertaken in the Program, and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H.

Beginning in the 2004/2005 academic year, students entering the M.A. degree will be required to take a course in research methods from an approved course listing. This listing will be available on the Curriculum Program web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review (see SGS website: **<www.sgs.utoronto.ca>**. All requirements for the degree must be completed within five years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should state the reasons they wish to undertake a research-oriented program of study in curriculum. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Program web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>.** The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested and to link them to faculty advisors.

Doctor of Education

This degree is intended for established practitioners in positions which involve responsibility for curriculum design and implementation. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence.

Ordinarily, applicants will have a minimum of three years professional experience in education prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission. The Ed.D. program of study normally consists of eight half-courses, four of which must be undertaken in the Program. Additional courses may be required of some candidates. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program of study includes a minimum of one year of full-time study but may be initiated on a full-time or part-time basis.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formations and ethical reviews (see SGS website: **<www.sgs.utoronto.ca>**). All requirements for the degree must be completed within six years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should state the reasons they wish to undertake a professional doctoral program in curriculum. The interests or problems to be pursued during his or her period of study should be specified. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Program web page **<.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**. Prior research and development experiences should be briefly described. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested, and to link them to faculty advisors.

Doctor of Philosophy

The Ph.D. is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program of study normally consists of six half-courses, four of which are ordinarily undertaken in the Program. Additional courses may be required of some candidates. Students are expected to take CTL1000H if they did not complete it at the master's level. Beginning in the academic year 2004/5 students will be required to take two courses in research methods from an approved course listing. This listing will be available on the Curriculum Program web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**. Students who have completed a research methods course at the master's level will be exempted from one of the two required research methods courses. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required.

NOTE: The Ph.D. degree is offered on a full-time basis only; full-time registration is mandatory until all degree requirements have been completed. Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formations and ethical reviews (see the SGS website: **<www.sgs.utoronto.ca>**). All requirements for the degree must be completed within six years from first enrolment. (See the Minimum Admission and Degree Requirements section for other admission and degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should state the reasons they wish to undertake training in scholarly inquiry. The interests or problems to be pursued during his or her period of study should be specified. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Program web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**. Prior research and development experiences should be described. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested, and to link them to faculty advisors.

Courses

The following is a list of courses offered within the Curriculum Program. Not all of the courses listed are offered in any given year. Note that courses numbered CTL1000-1799 are offered at the Master's Level; courses numbered CTL1800-1999 are offered at the Doctoral Level.

CTL1000H Foundation of Curriculum

This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course (a) provides a language for conceptualization; (b) reviews the major themes in the literature; (c) provides a framework for thinking about curriculum change; and (d) assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems.
B. Bennett, C.T.P. Diamond, G. Feuerverger, K. Gallagher, L.M. Hannay, W. Seller, P. Trifonas and staff

CTL1000H Fondements du développement des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiant(e)s à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
Staff

CTL1001H Values and Schooling

This course deals with selected value issues in the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus 'open' education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
Staff

CTL1002H Curriculum Development for Effective Teaching

This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.
Staff

CTL1002H Planification de la programmation pour un enseignement efficace

Ce cours presente des modeles qui permettent la mise en oeuvre des principales composantes de la programmation come: a) l'identification des resultats generaux et specifiques d'un cours ou d'un module; b) la planification de projets a long term; c) l'elaboration d'outils d'intervention par rapport a differentes strategies. La resolution de problemes constituera un element important des composantes etudiees.
Staff

CTL1003H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centred philosophies, reading in the content areas, assessing growth in reading and writing.
D.M. Willows

CTL1005H Language, Literacy, and the School Curriculum

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy - its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.
Staff

CTL1006H English at the Secondary School Level

This course emphasizes recent trends and developments in the teaching of secondary school English. In particular, movements such as reader-response theory, language across the curriculum, genre theory, whole language, and cultural studies approaches are examined. The teacher's role in contemporary debates and classroom research is explored.
Staff

CTL1008H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
L. Cameron, Staff

CTL1009H Reading and Writing in the School: Elementary

This course examines trends and developments in elementary literacy instruction. Issues such as the teaching of phonics and spelling, the use of basal reading series and trade books, reading and writing across the curriculum, and sociocultural influences on literacy learning, will be explored in terms of various theoretical approaches. Students will carry out a practical investigation of a classroom issue related to literacy learning and instruction.
S. Peterson

CTL1010H Children's Literature within a Multicultural Context

This course explores ways to bring children, cultural diversity and literature together in an interactive manner. Stories - whether traditional folktales or contemporary multicultural works - not only help define a child's identity and

understanding of self, but also allow others to look into, appreciate, and embrace another culture. Class discussions revolve around an annotated bibliography of articles and books concerned with multicultural children's literature prepared specifically for the course and designed primarily for teachers in mainstream as well as ESL (English as a Second Language) and heritage language classes. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students. The focus is to develop strategies for engaging students in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. Throughout the course, we focus on how to encourage students to share their own cultural stories and 'border cross' from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to minority and majority communities in addition to its relevance in confronting issues of human rights and social justice.
G. Feuerverger

CTL1011H Anti-Discriminatory Education in School Settings

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.
T. Goldstein

CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.
E. Smyth

CTL1013H Instructional Innovation in the Elementary and Secondary Schools

Instructional changes associated with elementary and secondary school reform will be examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for understanding, reciprocal teaching, authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, reculturing, and retiming) will be explored for each approach selected.
J.A. Ross

CTL1014H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J.A. Ross and staff

CTL1015H Curriculum and Student Evaluation

This course reviews principles and practice in testing and assessment with a focus on curriculum and classroom-based student evaluation. An overview of current practices and problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards and accountability.
Staff

CTL1016H Cooperative Learning Research and Practice

This course provides for practical experience of as well as understanding of innovative practices in cooperative learning (CL). We explore rationales for and current developments (synergy, shared leadership). Topics include: What is CL (principles, attributes); how to organize CL (structures and strategies); how does CL work (basic elements, types of groups); teacher and student roles; benefits (positive interdependence, individual accountability, social skills, cohesion); evaluation (forms and criteria); obstacles and problems; starting and applying CL in your classroom (teachers' practical knowledge; collegiality; parental involvement); independent learning and collaborative inquiry; Ministry and Board requirements; and resources and materials Group (response trios) projects and joint seminars.
J.A. Ross and staff

CTL1018H Introduction to Qualitative Inquiry in Curriculum, Teaching and Learning

Experiential learning for students new to qualitative inquiry is provided through a broad introduction to qualitative approaches from beginning to end. A range of approaches relating to students' theoretical frameworks are explored. Thesis students are encouraged to pilot their thesis research.
D. Thiessen and staff

CTL1019H Authentic Assessment

In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.
J.A. Ross

CTL1020H Teaching High Ability Students

This course will critically analyze a number of curriculum models and will explore instructional strategies currently used to program for high ability students in a variety of learning environments. Specific reference will be made to program differentiation within a regular classroom setting. Previous courses in the education of high ability students is not required.
E. Smyth

CTL1021H Learning in Non-School Settings

Curriculum is more than what goes on in schools. Other institutions such as the home, museum, workplaces and the media provide settings for learning, both on their own and in conjunction with schools. This course takes up issues of learning in such settings, and the interrelatedness of these settings. Defining these learnings and field work in at least one setting will be major activities.
Staff

CTL1023H Technology and Education: Critical Perspectives on Theory and Practice

An examination of the theoretical underpinnings and practical questions concerning the educational use of technology. The pedagogical application of technology includes the implementation of computers and other instructional technologies for teaching and learning such as video and audio multimedia (e.g., film, audio recordings, television). The focus is on developing a critical perspective regarding the use of technology in educational contexts that relates and looks forward to the articulation of an ethics of teaching practice. Topics representative of technology and education issues will be selected from the following: theories and definitions of technology; implications of various modes of technology contexts for models of teaching and learning practice; evaluating the use of multimedia resources for educational contexts (e.g., internet, "software," video and audio recordings, television); technology, diversity, and educational equity; articulating an ethics of teaching practice with respect to the educational use of technology.
Staff

CTL1024H Poststructuralism and Education

This course will examine the foundations of educational thought from the perspectives of Jacques Derrida, Jean-Francois Lyotard, Luce Irigaray, Helene Cixous, Michel Foucault, Roland Barthes, Gilles Deleuze, Julia Kristeva, Emmanuel Levinas, and Jean Baudrillard. Educational implications and applications of poststructural philosophy will be stressed in relation to the discursive and non-discursive limits of the scene of teaching.
P. Trifonas

CTL1102H Arts and Education: Planning and Implementation of Arts Programs

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.
Staff

CTL1103H Arts, Culture, and Education

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
Staff

CTL1104H Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.
Staff

CTL1105H Research and Inquiry in Arts Education

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
M. Beattie

CTL1106H Spirituality in Education

This course examines the nature of spirituality. After exploring various conceptions of spirituality the course then examines how it can be part of the school curriculum in a non threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Finally the role of the teacher will be explored.
J. Miller

CTL1107H The Body's Ways of Knowing

This course will offer frameworks for understanding the tacit knowledge present within the human body. The work of the course will progress from the body's materiality, through its transformative and subtle energies, to its spiritual potentiality. Body's knowledge will be considered in the broad context of how we are interconnected with society and nature. The special emphasis of the course is how we can facilitate our educational and learning practices through an augmented awareness of our bodies.
V. Darroch-Lozowski

CTL1108H The Phenomenological Curriculum

This course is based on participants discovering their own processes of interpretation and taken-for-granted practices in teaching and learning. Readings and class discussion about hermeneutics and phenomenology will provide the foundation for participants to individually, and collectively, design a curriculum. Participants may design their projects for the sciences, arts, humanities, technology, or professional fields.

V. Darroch-Lozowski

CTL1110H The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analyzed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.

J. Miller

CTL1114H Exploring Human Understanding and Education through Visual Media

This course brings together the theoretical questions of how images acquire interpretive meaning and the practical concerns with how images may be used as a medium for research in the human sciences. Both theory and practice will focus on: the 'image and word' essay as a form for composing and transmitting knowledge; the relationship of communicators to what they are studying and to the viewers of their essays; and viewers' opportunities for changes in cultural and self-knowledge. The course is grounded in aesthetics and existential positions. However, a prerequisite for the course is basic camera handling, or experience with paint material, or sketching, or DV, etc.

V. Darroch-Lozowski

CTL1115H Teacher Education and the Construction of Professional Knowledge: Holistic Perspectives

The course will focus on teacher education and the construction of professional knowledge in teaching from holistic perspectives. Beginning with an exploration of the various conceptual and structural alternatives to initial teacher education, the course then examines holistic, arts-based and narrative orientations to learning to teach and to career-long teacher learning. The connections between professional renewal, curriculum and school renewal, and educational research are explored.

M. Beattie

CTL1116H Holistic Approaches in the Elementary Mathematics Curriculum

This course is designed for elementary school teachers nterested in experiencing math teaching as a creative and deeply satisfying endeavour. Through class discussions, reflection activities, creative group investigations, quest presentation, selected readings and a final (usually classroom-based) project, participants will be able to explore topics from among the following: holistic math learning environments; inking math with real life; creative problem-solving; open-ended problems; integrating math with other disciplines such as fine arts, social studies and language arts; journal writing, use of children's literature and oral communication activities; authentic assessment; linking assessment with instruction.

R. Cohen

CTL1117H Liberatory Practices in Drama and Education

The intersection between the construction of self/other and the production of dramatic art is central to this course. We will examine the implications of drama education practices as they ask participants to understand their particular gendered, cultural, sexual, racial, ethnic, and class-based identities in relation to the broader social world around them. Drawing on recent research in gender studies, drama and arts education, this course will examine pedagogies in the arts and especially drama's potential as education and in education to build support networks in classrooms that favour participation of all individuals at their highest potential.

K. Gallagher

CTL1118H The Visual Arts as a Teaching and Learning Strategy

This course examines, through theoretical discussions and practical experience, the place of the arts for teachers and learners. The intent of the course is to provide a more concrete grounding in what the arts have to offer teachers as a teaching strategy, and what they have to offer to student learning. The course includes studio experience with art projects, visiting artists and speakers, examination of contemporary issues in curriculum and teaching theory related to art, education, and the arts as a thinking discipline. While the emphasis of the course is on the visual arts, other areas of art will also be addressed where possible.

NOTE: This class does not require an art background, but rather a willingness to develop a better understanding of what the arts have to offer to the educational process.

S. Stiegelbauer

CTL1200H Science in the School Curriculum

A systematic analysis of matters central to curriculum development for science (including, where relevant, technology education) in elementary and secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for learning outcomes, teaching and learning strategies, and course and student evaluation. Focus of assignments will be adapted for students with special interests in elementary and secondary science education, respectively.

L. Bencze and staff

CTL1202H Mathematics in the School Curriculum: Elementary

This course examines what mathematics should be taught, how to define and increase students' understanding of mathematics, classroom discourse and student engagement in elementary mathematics. The intent of the course is to provide a gounding in mathematics education.

D. McDougall

CTL1204H Making Mathematics Learning Meaningful: Secondary

Various approaches to making mathematics meaningful for, and accessible to intermediate and senior level students will be examined in the light of recent developments in the field and the new Ontario mathematics curriculum guidelines. Topics may include: Connecting mathematics to real life; increasing students' understanding of mathematics, group explorations, problem solving and mathematical modeling, communicating about mathematics, integrating the use of graphic calculators and computer technology; authentic assessment.
R. Cohen

CTL1206H Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.
D. Hodson

CTL1207H Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society and Environment (STSE) Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.
E. Pedretti

CTL1208H Curriculum Issues in Science and Technology: An Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.
D. Hodson

CTL1209H Current Issues in Science and Technology Education

The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including the "Science for All" movement, the 'new' psychology of learning, the language of science and technology education, politicization of science and technology education, the role of laboratory work, computers in science education, and issues in environmental and health education.
D. Hodson

CTL1210H Assessment and Evaluation in Science and Technology Education

This course focuses on the concerns and processes of science and technology curriculum evaluation and the issues surrounding the construction of effective methods for assessing student learning in science and technology.
D. Hodson

CTL1211H Action Research in Science and Technology Education

This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice to critical scrutiny and appraisal; plan and attempt to implement alternative curriculum materials and practices; and evaluate them in action. The course requires participants to have access to classrooms. The particular focus for research will be determined by the course members in consultation with the facilitator.
D. Hodson, E. Pedretti, L. Bencze and W. Gitari

CTL1212H Curriculum Making in Science: Some Considerations in the History, Philosophy and Sociology of Science

This course will address some key issues in the philosophy and the sociology of science and their implications for science education at the elementary and secondary levels. Attention will also be directed towards: (i) a critical appraisal of the role of the history of science in science education, and (ii) a consideration of pseudosciences and their role, and the distortion and misuse of science for sociopolitical goals. Course members will have the opportunity to explore ways in which lab work, computer-mediated learning, language activities and historical case studies can be used to present a more authentic view of science, scientific development and scientific practice.
D. Hodson

CTL1213H Teacher Research in Mathematics Education

Through designing and carrying out a research study in mathematics education, participants will be able to progress along two parallel learning paths: (i) Learning how to design and conduct a research project; and (ii) Deepening their understanding of important ideas, issues and practices in mathematics education, and possibly also gaining new insights about how to improve their own teaching. Research studies will be conducted by individuals or small teams. Working within a mutually supportive peer group, participants will be guided in identifying their research goals and objectives, designing their study in detail, obtaining ethical approval (if needed), and then carrying out the various components of their study, from data collection, to analysis and write-up.
R. Cohen

CTL1214H Equity Issues in Science Education

This course deals with issues of gender bias, Eurocentrism and other forms of bias and distortion in science and science-technology education. It seeks a generalized approach to equity issues and examines ways in which border crossings into the subcultures of science and science education can be eased for all those who currently experience difficulties.
D. Hodson

CTL1215H Teaching and Learning about Science and Technology: Beyond Schools

This course will focus on theoretical and practical perspectives and current research on teaching and learning science and technology in school and non-school settings. Consideration will be given to classroom environments, as well as science centres, zoos, aquaria, museums, outdoor centres, botanical gardens, science fairs, science hobby clubs, and media experiences. In particular, the course will focus on the nature of teaching and learning in these diverse settings, representations of science and technology, scientific and technological literacy, and sociocultural interpretations of science and technology.
E. Pedretti

CTL1302H Media Studies and Education

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analyzing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling - in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.
Staff

CTL1304H Cultural Studies and Education

The study and concept of 'culture' has emerged from a number of different disciplines over the past century. 'Cultural studies' is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.
Staff

CTL1306H Qualitative Research Methods in Education: Concepts and Methods

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.
D. Gérin-Lajoie and staff

CTL1306H La recherche qualitative en éducation: bases théoriques et pratiques

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données: l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.
D. Gérin-Lajoie

CTL1307H Identity Construction and Education of Minorities

The course is designed to examine the contradictory role of the school as an agent of linguistic and social reproduction in a school system where students are from diverse linguistic and cultural origins. In this context, the majority-minorities dichotomy will be critically examined. The course will focus particularly on how school contributes to the students' identity construction process. In this critical examination, identity will be understood as a socially constructed notion. Key concepts such as identity, ethnicity, minority, race, culture and language will be first analyzed. The process of identity construction will then be examined within the educational context of Ontario.
D. Gerin-Lajoie

CTL1307H Identité collective et éducation minoritaire de langue française

Le cours a pour but de se pencher sur le rôle de l'école de langue française dans le processus de construction identitaire des élèves. Dans le contexte du cours, l'identité est conçue comme étant le résultat d'une construction sociale. Des conceptsclés tels que l'identité, l'ethnicité, la race, la culture, la langue et l'assimilation sont d'abord examinés. Par la suite, le cours se penche sur les politiques et les programmes existants dans les écoles de langue française en Ontario, dans le but de faire une analyse critique de la contribution de ces dernières au processus de construction identitaire des élèves.
D. Gérin-Lajoie

CTL1309H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.
D. Gérin-Lajoie

CTL1310H Feminist Theory, Identity Politics and Contemporary Educational Thought

This course will introduce students to the significance of feminist social and political thought for the study of education and democracy. As one part of this process, students will examine the contribution of feminist critiques of liberal democracy to our understanding of the political role of education in society. A secondary aim is to explore the relationship between feminist thought, identity-formation and identity-politics in the state. This focus will provide students with the opportunity to examine diverse feminist theories (in

particular, those feminist frameworks which reside outside what is considered to be feminist educational theory) of identity-formation and their manifestation in educational structures and practices. A final aim is to examine the social processes (e.g., race and class formations) which are involved in the development of what could be called a 'feminist political identity' or feminist forms of 'political subjectivity' in the contemporary social context. Students will consider the implications of these processes for the study of feminism in both education and society.
Staff

CTL1312H Democratic Citizenship Education

Preparation for democratic citizenship - linking the individual to social decision-making - is a central goal of public education. But, what is this citizenship, and who are truly seen/heard to be citizens? Meanings of citizenship, and their implications for education, are neither self-evident nor static. Diverse individuals, cultures, and nations understand democracy in different ways, and political space is gendered, so reasonable people disagree about how one might 'teach' for democratic citizenship. For example, what parts are played by conflict, criticism, gender and sexual identities, human rights, and moral or political controversy in such curriculum? This seminar will consider contrasting frameworks for understanding, doing, and evaluating citizenship education from an international perspective, and examine the relationships between school experience and other cultural, political, and social-structural influences. Particular attention will be given to formal curriculum, especially in the social studies. Participants will learn to analyze and to design educational experiences in light of research literature and their own citizenship goals.
K. Bickmore

CTL1313H Gender Equity in the Classroom

This course is designed for practicing educators to develop and enhance their knowledge of how gender is produced in our educational system. It examines the different stages of the educational system: elementary, secondary, community college and university. The classroom is the focus because it is the central work setting of educational institutions. What happens in the classroom is not simply the result of what a teacher does but involves interactions between and among students and between teachers and students. The classroom has its own dynamic and is also interconnected to outside relationships with parents, friends, educational officials etc. The course has as its main objectives to examine the dynamics of inequality in the classroom and to discuss and develop strategies for change. While the primary focus is on gender inequality, course readings also draw on resources that make visible the intersections of gender with other inequalities based on race, class and sexual orientation.
Staff

CTL1316H Global Education: Theory and Practice

The course will consider definitions, models and schools of thought within global education and proximate fields (specifically human rights and peace education, and education for social justice) and their implications for curriculum, teaching and learning processes and schools as a whole. The arguments of critics of global education will be reviewed. The nature of global education across the elementary and secondary curriculum will be explored.
Staff

CTL1318H Teaching Conflict and Conflict Resolution: Politics and Practice

This seminar applies sociological perspectives to the practical problem of teaching young people (and giving young people opportunities) to handle interpersonal and social conflict. Participants will bring their own experience to bear on the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, school governance, and school social relations. Our focus will be less on 'how to' manage conflict resolution education, and more on analyzing where and how various kinds of education about conflict 'fit' in (and challenge) the regularized business of schooling. Although our emphasis will be on school-based socialization and opportunities to learn, we will examine the relationships between school experience and other cultural, political, and social-structural influences. The seminar is intended as part of a program of study in Culture, Communication and Critical Education.
K. Bickmore

CTL1400H Classroom Adaptations and Instructional Strategies

The focus of this course is teaching in regular elementary and secondary classrooms to which students bring diverse backgrounds, needs and skills. We will examine instructional effectiveness and its relationship to the techniques and strategies that accommodate student differences, both at the micro-level of teacher-student interactions, and at the macro-level of planning, monitoring and evaluating student progress.
A. Jordan, P. Stanovich

CTL1401H The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan, P. Stanovich

CTL1402H Adaptive Instruction in Inclusive Classrooms

In today's heterogeneous classrooms, teachers diversify their techniques of teaching, the content of lessons and their systems for evaluating student progress. The greater pupil diversity, the more teachers must adapt instruction. In this course, we will examine adaptive instruction at a macro (teaching methods) and micro-level (student-teacher interaction). Questions to be examined: What are the

teacher's responsibilities for adapting instruction? What is an adapted or modified program? Is differential instruction of students discriminatory or essential? How might modified outcomes be evaluated and reported.
A. Jordan or P. Stanovich

CTL1403H Special Education and Social Representation of Difference

The purpose of this course is to examine how education and special education might be bound up with traditional view or social representation meaning that special educational needs or difficulties are essentially within pupils, within individuals. We will see how this view might arise from a lack of consideration or a misunderstanding of the educational/social context in which pupils and teachers interact. We will discuss the arbitrary features of labels and analyze the notion of disability and difference as a 'transactional activity' that takes place between individuals, the labeled and the labeler. This course will draw upon sociological and historical examples to understand social representations of difference.
N. Belanger or P. Stanovich

CTL1600H Implementing Dynamic Web Interaction for Education

The Internet World Wide Web (WWW) is a medium for education which goes beyond retrieving static documents. This course explores how to create dynamic interactions for educational purposes, including Web 'forms', server 'CGI' processes, access of databases, real-time data and images, simulations, search engines, collaborative documents, and client-side (browser) processes. Students will study and create interactive educational Web projects using programming languages including Perl in a Unix environment, JavaScript and Java, while exploring educational design issues.
Prerequisite: CTL1605 or permission of the instructor. Experience with Perl, Unix, HTML, and Web server management are useful background for the technical content and expectations of the course.
R.S. McLean

CTL1602H Introduction to Computers in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as a first course in this area. Current practice and research in the use of computers to guide instruction are examined. Includes aspects of computer-aided learning: computers in the schools, computer-managed instruction, computer assisted instruction, internet resources, computer mediated communication, virtual reality, and artificial intelligence applications. Specific topics change each year.
NOTE: It is strongly recommended that this course be taken early in the student's program.
L.E. Davie, J. Hewitt, R.S. McLean, E. Woodruff

CTL1603 Introduction to Knowledge Building

This course examines the role that knowledge building can play in school and work settings. We will review the distinction between knowledge building and learning, analyze recent knowledge building literature, and discuss socio-cultural, logistical and design considerations when constructing an online Knowledge Building community. Students will visit and study existing Knowledge Building communitites as one of the course assignments.
Staff

CTL1604H Video/Multimedia Design

A course on production of educational multimedia and its applications to education and training. Experience is provided in applying principles of knowledge building and design research to the creation and integration of images, video, sound and text in an educational project. The Laboratory Network for Innovation and Technology in Education facilities will be used in this course.
R.S. McLean

CTL1605H Internet Resources and Education

The internet is the worldwide connection of millions of computers in universities, colleges, schools, government, and commercial enterprises. This course provides experience accessing the internet and focuses on finding Internet World Wide Web (WWW) resources for use in education. Students will collect resources from the Internet and present them in an Internet website for access by others on the Internet.
R.S. McLean

CTL1606H Computers in the Curriculum

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs (of students, teachers, etc.) that computers can meet.
Prerequisite: CTL1602H or permission of instructor.
Staff

CTL1608H Constructive Learning and Design of Online Environments

This course will examine the theory and research that underlies constructivist learning and its historical and philosophical roots. The educational applications that have developed out of these ideas, like problem based learning, collaborative learning and knowledge building will be explored in regards to how such concepts can inform and enhance the design of online environments and methods of teaching. We will look at different learning environments, both research projects and applications current in the field that instantiate various elements of these ideas.
C. Brett

CTL1609H Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE/UT's computer conferencing system.
C. Brett

CTL1611H Computer-Mediated Distance Education

The use of computer mediated communication for the delivery of distance education courses by schools, colleges, universities and organizations in the private and public sectors. Topics will include: adult learning theory, cooperative learning theory, the educational use of Internet resources, and the technological tools available for supporting distance education delivery.
Prerequisite: CTL1602 or permission of instructor.
Staff

CTL1612H The Virtual Library (Non-Credit)

The Virtual Library is a seven module course addressing students' information retrieval needs in a rapidly changing technological environment. The course covers hardware and software requirements; access to online catalogues, online databases; electronic journals and theses; educational resources on the World Wide Web; bibliographic software packages and the new requirements for citing electronic publications.
Staff

CTL1797H Practicum in Curriculum: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two months before the beginning of term.
Staff

CTL1798H Individual Reading and Research in Curriculum: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in CTL1798 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.
Staff

CTL1799H Special Topics in Curriculum: Master's Level

A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL1798, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.
Staff

CTL1800H Research Colloquium in Curriculum and Instruction

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff

CTL1801H Action Research and Professional Practice

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.
Staff

CTL1802H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas.
NOTE: Recommended for Ed.D. students in their resident year and for Ph.D. students usually in the second year of residence.
Staff

CTL1805H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite: Permission of instructor.
Staff

CTL1808H Curriculum Innovation in Teacher Education

This course addresses the content, structure and strategies of recent innovations in preservice teacher education programs. Specific innovations in instruction, field-based activities and school-university relationships are critically examined in relation to changing and sometimes competing conceptions o teaching, learning to teach, and teacher education programs.
D. Thiessen and staff

CTL1823H Arts and Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.
Staff

CTL1825H The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.
J. Miller

CTL1827H Concepts in Holistic and Aesthetic Education

This course provides a conceptual foundation for holistic teaching and learning and for the arts (visual arts, drama, poetics and literature). It examines knowledge systems based on an integrated perspective of mind, body, and soul. It will include western, eastern, and indigenous ideas. The course is intended to offer procedures for organizing ideas and constructing analyses for educational research and development projects.
Staff

CTL1840H Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically research on gender issues, on approaches to teaching mathematics and sciences, and on psychological and social factors related to the participation of women in mathematics and science.
M. Nieswandt

CTL1841H Research Seminar in Science Education

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars on their research interests.
D. Hodson, E. Pedretti, L. Bencze and M. Nieswandt

CTL1861H Critical Ethnography

An ethnography - of a community, classroom, event, program - seeks to describe the set of understandings and specific knowledge shared among participants that guide their behaviour in that specific context. The value of ethnography as a research method lies in its holistic view of the particular culture, cultural situation or cultural event under study.

Critical ethnography is fundamentally concerned with questions of education and inequality. It seeks not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into the concerns of critical ethnography and learn about conducting and writing critical ethnography by reading and discussing studies that explore the relationship between education and ethnicity, gender, class, race and minority languages.
T. Goldstein

CTL1880H Analysis of Instruction

In this doctoral level course, current research about how teachers accommodate diversity will be examined from both quantitative and qualitative paradigms and theoretical perspectives. The focus will be on the elementary and secondary classroom, and on the inclusion of students with special needs, but this focus does not preclude other settings or interests. Students will be encouraged to examine their own epistemological and pedagogical beliefs, to examine the literature critically to make the case for a research agenda and design a study in the field.
A. Jordan and staff

CTL1920H Research Seminar in Interactive Systems for Education

Principles and practice of user interface design as applied to educational software. Students will undertake a research or development project in an area of human/computer interfaces.
R.S. McLean

CTL1921H Knowledge Building Environments

Knowledge Building Environments (KBEs) have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase participants' abilities to monitor, control, and improve their own knowledge. In this course students will examine different approaches to KBE development and will participate in an online network devoted to advancing designing and use of KBE.
M. Scardamalia

CTL1922H Seminar in Interactive Video/Graphics

Current research and applications in the use of electronic media in the knowledge building process will be analyzed. Specific considerations will relate to human-computer interaction, interface design, design research methodology, and the use of multimedia for knowledge building.
Staff

CTL1923H Technology Supported In Situ Learning

Learning edge computer technologies that support in situ knowledge construction will be studied. Implications for mind, education and technology will be examined in addition to the practical applications in schools and other educational settings. Students will have to carry out individual or group projects focused on practical educational applications either using gaming, simulations, augmented reality or dynamic modeling.
E. Woodruff and staff

CTL1924H Research Issues in Educational Computer-Mediated Communication
A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE/UT's computer conferencing system.
Prerequisite: CTL1609 or permission of instructor.
Staff

CTL1997H Practicum in Curriculum: Doctoral Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two months before the beginning of term.
Staff

CTL1998H Individual Reading and Research in Curriculum: Doctoral Level
Description as for CTL1798.
Staff

CTL1999H Special Topics in Curriculum: Doctoral Level
A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL1998, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.
Staff

Human Development and Curriculum Program (M.T.)

Program Co-coordinator
D. McDougall (CTL Department)

Field Placement Coordinator
N. Scarfo (HDAP Department)

Core Faculty
M.L. Arnold, M. Ferrari, A. Jordan, C. Rolheiser

The Master of Teaching (M.T.) degree program in Human Development and Curriculum is a two-year program of study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification** which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.

The Human Development and Curriculum Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, cognitive psychology, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

Admission Requirements

Applicants are admitted under SGS general regulations. They must have the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. Given the limited number of spaces in this Program, not all eligible applicants can be admitted.

Because applicants are applying to a teacher education program, they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
b) a photocopy of a certificate of change of name where applicable
c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE: Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.

NOTE: A police record check is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Concentrations

Applicants must select **one** of the following concentrations:

- **Primary/Junior** (junior kindergarten to grade 6)
- **Junior/Intermediate** (grades 4 to 10)

Applicants to the Junior/Intermediate concentration must select **one** teaching subject from the following list:

English (First Language)
Prerequisites: Two full university courses in English

French (Second Language)
Prerequisites: Five full university courses in French as well as written and spoken proficiency demonstrated through tests administered at the time of admission

Geography
Prerequisites: Two full university courses in Geography

Health and Physical Education
Prerequisites: No prerequisites are required

History
Prerequisites: Two full university courses in History

Mathematics
Prerequisites: Two full university courses in Mathematics

Music - Instrumental
Prerequisites: Two full university courses in instrumental Music or demonstrated proficiency in brass, winds and strings

Music - Vocal
Prerequisites: Two full university courses in Music or appropriate background in Music

Science-General
Prerequisites: Three full university courses in Science.
NOTE: Only Science-General is offered at OISE/UT

Visual Arts
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Degree Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (13 core and 3 electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification**. Registration in the second year is contingent upon successful completion of all first-year work.

First Year Core Courses

CTL1019H	Authentic Assessment
CTL7000Y	Curriculum and Teaching
CTL7003H	Conceptual Basis for Methods of Teaching in Primary, Junior and Intermediate Classrooms
CTL7004Y	Practicum in Schools
HDP2288H	Reflective Teaching and Analysis of Instruction

Second Year Core Courses

CTL1011H	Anti-Discriminatory Education in School Settings
CTL7001H	Collaboration, Curriculum, Community and Teaching
CTL7005Y	Practicum Internship
HDP1201H	Child and Adolescent Development
HDP2280H	Introduction to Special Education and Adaptive Instruction

Elective Courses

The three electives are normally selected from other graduate courses offered at OISE/UT.

Courses

The following course descriptions are for those courses numbered in the 7000 series. Descriptions of the other required courses can be found in the appropriate section of this ***Bulletin*** i.e., courses with the prefix CTL can be found in the Curriculum Program section, page 71; those with HDP can be found in the Human Development and Applied Psychology section, pages 115 and 119.

CTL7000Y Curriculum and Teaching

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing mathematics and literacy curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies.

NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.

Staff

CTL7001H Collaboration, Curriculum, Community and Teaching

This course will enable students to analyze the interrelated conditions that shape the classroom context specifically and educational change generally. The impact of community and collaboration upon the curriculum and role of the teacher are studied in detail. Topics include cooperative learning, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school.

NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.

Staff

CTL7003H Conceptual Basis for Methods of Teaching in Primary/Junior or Junior/Intermediate Classrooms

This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula in the Primary and Junior Divisions (Junior Kindergarten to Grade 6) or Junior and Intermediate Divisions (Grades 4-10). Instruction is given in general methods and specific approaches to teaching, specifically in science, social studies, and the arts (drama, music, visual arts and physical education. Junior/Intermediate students will specialize in one of the subject areas listed in Schedule A of Regulation 184 of the Education Act. Opportunities to observe and participate in the activities of the elementary school classroom will be provided to consolidate conceptual understanding and develop skills in the applied delivery of curriculum.

NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.

Staff

CTL7004Y Practicum in Schools

This course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of a field teacher on site and an academic staff member at OISE/UT. The practicum provides a minimum of 30 days of field experience.

NOTE: This course is normally open to students in the M.T. in the Human Development and Teaching Program only.

Staff

CTL7005Y Practicum Internship

Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of field teachers on site and an academic staff member at OISE/UT. The practicum provides a minimum of 80 days of field experience as junior staff members within school settings.

NOTE: This course is normally open to students in the M.T. in the Human Development and Curriculum Program only.

Staff

Measurement and Evaluation Program

Program Coordinator:
R.G. Wolfe

Core Faculty
R. Childs, G. Hong, T.C.M. Lam, R.G. Wolfe

Associate Faculty
L. Earl

NOTE: This program will be discontinued and is no longer accepting new applicants

The Measurement and Evaluation Program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the Master's Degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theories and methods. For the Doctoral degree, students are expected to select one of two research areas - Measurement or Evaluation. Measurement is for those interested in quantitative methods and theory, including psychometric and statistical theory. Evaluation is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both quantitative and qualitative methodologies.

Master of Education

Applicants are accepted under SGS general regulations which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. The M.Ed. may be undertaken on a full or part-time basis, and consists of eight half-courses plus a research project/paper.

Candidates are ordinarily required to take courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H. Those who have not studied statistics at least to the level of course CTL2004H must take CTL2004H as an extra course. Additional study may be required either within the degree program or prior to admission.

All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Master of Arts

Applicants are accepted under SGS general regulations. The admission requirement for the M.A. is a four-year University of Toronto Bachelor's degree, or its equivalent, in mathematics, statistics, computer science, or a relevant social or behavioral science, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. The M.A. degree program may be undertaken on a full-time or part-time basis and consists of six to eight half-courses and a thesis.

Students are ordinarily required to take courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H. Those who have not studied statistics at least to the level of course CTL2004H must take CTL2004H as an extra course. Additional courses may be required of some candidates.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formations and ethical reviews (see SGS website: **<www.sgs.utoronto.ca>**). All requirements for the degree must be completed within five calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Doctor of Education

The Ed.D. degree program is designed for practicing social service professionals who wish to acquire knowledge and skills at the doctoral level in measurement and evaluation, with emphasis on applying these to research and practice. Applicants will ordinarily have a minimum of three years of relevant professional experience prior to application. A

University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program of study normally consists of eight half-courses. Candidates are expected to have taken courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H or their equivalents. Those lacking one or more of these courses are required to take them in addition to the regular doctoral program of study, which must include at least four CTL2800-level courses. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The ideal arrangement is for Ed.D. applicants to begin their program of study on a part-time basis. A minimum of one year of full-time study is required.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formations and ethical reviews (see SGS website: **<www.sgs.utoronto.ca>**). All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Doctor of Philosophy

The Ph.D. degree program emphasizes theoretical concerns of the fields of measurement and evaluation. A University of Toronto M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program of study normally consists of six half-courses. Candidates are expected to have taken courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H or their equivalents. Those lacking one or more of these courses are required to take them in addition to the regular doctoral program of study, which must include at least four CTL2800-level courses in addition to CTL2808. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ph.D. degree is offered on a full-time basis only; full-time registration is mandatory until all degree requirements have been completed.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formations and ethical reviews (see SGS website **<www.sgs.utoronto.ca>**). All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for program requirements, pages 22 - 28.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Courses

The following list demonstrates the range of courses offered within the Measurement and Evaluation Program. Not all of the courses listed are offered in any given year.

CTL2002H Alternatives to Quantitative Evaluation in Education

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with fieldwork.
Staff

CTL2003H Measurement and Accountability

An examination of principles of measurement and their relationship to major issues in accountability, such as the validity of comparative international and national studies, the influence of external examination, and the effects of large-scale testing on students and the curriculum. The course is intended for both Measurement students and others.
P. Nagy and R. Childs

CTL2004H Elements of Statistics

Techniques for data exploration and description, basic theory behind hypothesis testing and confidence intervals, and common confirmatory techniques (correlation, simple linear regression, one-way analysis of variance). Students are expected to learn to use the MINITAB statistics package or equivalent.

P. Nagy, R. Childs, R.G. Wolfe, R.E. Traub or staff

CTL2005H Applied Dual Scaling (Pass/Fail)

Application-oriented introduction to dual scaling and its rationale, with illustrations, for optimal quantification of different types of qualitative data, practicum in data analysis, interpretation of the scaling outcomes, and class presentations. This course is intended for both Measurement students and others.

S. Nishisato

CTL2006H Fundamentals of Program Planning and Evaluation

This course is organized around the various components of program planning and evaluation for education and the social and health sciences; needs, evaluability, process, implementation, outcome, impact and efficiency assessments. Data collection methods such as the survey, focus group interview and observation are introduced.

T. Lam or staff

CTL2007H Introduction à la recherche empirique en éducation

L'objectif général de ce cours est de développer chez les étudiantes et les étudiants les outils qui faciliteront la lecture critique de la recherche et d'autres littératures dans le domaine de l'évaluation en éducation. Ce cours est également destiné à ceux et celles qui ont l'intention de mener des projets de recherche et/ou de préparer une thèse, un mémoire ou un travail de recherche de maîtrise. Les concepts de base, les méthodes et les problèmes pertinents à la recherche seront abordés en fonction des thèmes suivants: les étapes d'un processus de recherche, la formulation d'hypothèses, la conception et l'élaboration des instruments de recherche, les méthodes de cueillette de données, l'interprétation des résultats et la rédaction de rapports de recherce. Il est possible que les étudiantes et les étudiants soient appelés à mener unprojet de recherche de petite envergure ou de rédiger un compte-rendu critique d'articles de recherche dans le domaine de l'éducation.

Staff

CTL2007H Research Methods in Education

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.

T. Lam or staff

CTL2008H Data Analysis in Education

This course focuses on the development of essential data management and programming skills. Creation of code books, effective use of computer packages and programming syntax in data manipulation, and professional standards of research documentation are emphasized.

Prerequisite: Concurrent registration in CTL2001 (non-credit) or permission of the instructor.

R. Childs or staff

CTL2009H Instrument Development in Education

An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item analysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.

R.E. Traub or staff

CTL2010H Research Issues in Alternative Assessments

A review of research and issues in using alternative assessments in classroom and accountability testing, in competency testing and quality assurance, and in program evaluation, for education and the social and health sciences. These alternative assessments include performance, authentic, portfolio, self, peer, group, and indivdualized assessments.

T. Lam and staff

CTL2011H Path Analysis

This course is designed for graduate students who do not specialize in statistics but who need a significant familiarity with those statistical techniques known collectively as 'path analysis', 'structural equation modeling', 'causal modeling' or 'analysis of covariance structures'. The primary objective of this course is to give students (1) the ability to recognize situations where these techniques may be useful in research; (2) an appreciation for the roles of sound theory and sound measurement in making these techniques useful; (3) an understanding of the limitations of these methods; (4) the ability to use available software in conducting research; and (5) the ability to understand published research using these techniques. LISREL software with the intuitive Simple Lisrel (SIMPLIS) software will be used. The course is open to graduate students from all departments.

NOTE: Desirable prerequisite: Undergraduate course in statistics or CTL2004H.

Staff

CTL2797H Practicum in Measurement and Evaluation: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.

Staff

CTL2798H Individual Reading and Research in Measurement and Evaluation: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL2799H Special Topics in Measurement and Evaluation: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL2798, which is normally conducted on a tutorial basis.
Staff

CTL2800H Structural Equations with Latent Variables

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads to the standard problems of estimation and hypothesis testing for structural coefficients and for overall model fit. It also includes consideration of more general recursive and non-recursive path analysis models.
Staff

CTL2801H Test Theory

Seminar on recent advances in test theory. Topics include classical test theory, generalizability theory, and item response theory, with applications to educational research problems.
NOTE: Desirable background: CTL2808H or equivalent.
R.E. Traub

CTL2802H Performance Assessment

An examination of the technical issues that arise in using performance assessment in the classroom, in large-scale assessment programs, and in program evaluation. Topics addressed include definition and conceptualization, scoring rubric construction, evidential and consequential validity, generalizability, bias and fairness, comparability, and standard setting.
Prerequisites: CTL2009 or equivalent, or permission of instructor.
T. Lam

CTL2803H Models and Issues in Program Evaluation

A comparison of evaluation models and a study of related technical issues and topics such as outcome-based evaluation, mixed methods, measurement of change, validity typology, impact assessment, logic modeling, training evaluation, multilevel analysis, cluster evaluation, and meta-analysis and meta-evaluation.
Prerequisite: CTL2006 or equivalent, or permission of instructor.
T. Lam and staff

CTL2805H Scaling Theory

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures.
Prerequisites: Either CTL2005 or CTL2008, or permission of instructor.
R. Childs

CTL2806H Evaluation of Educational Policies

Case studies including Third World settings illustrate use of qualitative and quantitative data in the context of organizational theory. The seminar emphasizes gathering and interpreting data from multiple sources (qualitative and quantitative). Intended for students interested in master's and doctoral research leading to recommendations about policy, curriculum reform, teacher training and/or resource allocation at any level: within individual schools, districts (school boards), regions, provinces/states or nations, as well as within colleges, universities and ministries.
S. Churchill

CTL2807H Applied Research Design and Data Analysis

This seminar is intended primarily for doctoral students. The are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of selected topics in data analysis, e.g. exploratory analysis, logistic regression, multilevel modeling, and recent advances in some of the techniques introduced in course CTL2008 and CTL2808.
Prerequisite: CTL2808, or permission of the instructor.
R. Childs

CTL2808H Intermediate Statistics and Research Design

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.
Prerequisite: CTL2004 or equivalent, or permission of instructors.
R. Childs, R.G. Wolfe, R. Traub or staff

CTL2809H Multivariate Analysis with Applications

Multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, and general linear models, are discussed with application to data.
Prerequisite: CTL2008, CTL2808, or permission of instructors.
R.G. Wolfe

CTL2810H Seminar in Evaluation Problems

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.
Prerequisite: CTL2803 or equivalent.
NOTE: Practicum CTL2997 and Seminar CTL2810 may not both be taken for credit to fulfill the requirements of the eight half-courses in the Ed.D. in Measurement and Evaluation.
Staff

CTL2811H Seminar in Measurement and Experimental Design

Consideration of theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.
Prerequisite: Permission of the instructor.
Staff

CTL2812H Scaling Methods

Theory and application of unidimensional and multidimensional scaling techniques, including advanced item response theory (IRT), dual scaling, and multidimensional scaling.
R. Childs

CTL2813H Measurement and Educational Policy

This course concerns policy decisions made on the basis of educational assessment data. It focuses on three roles of assessment, for gatekeeping, for accountability, and for instructional improvement, with a view to the major concerns of accuracy, fairness and curricular impact. The course also deals with recent attempts to re-conceptualize validity and reliability in light of performance assessment. Within the category of gatekeeping, we will examine minimal competency graduation requirements, external examination systems, and school-awarded grades. With respect to accountability, we will examine international assessment data, school comparisons, value-added and schools-like-me models, and indicator systems. The consideration of instructional improvement will include school profile analysis, analytic scoring systems for performance systems, and alternatives to centrally-scored assessments.
NOTE: Students should have an understanding of basic concepts such as those found in CTL2009 and CTL2808.
P. Nagy

CTL2997H Practicum in Measurement and Evaluation: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Examples of typical activities are developing an evaluation project and/or acting as research assistant and advisor to educational bodies or agencies. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at department office at least two months before beginning of term.
Staff

CTL2998H Individual Reading and Research in Measurement and Evaluation: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL2999H Special Topics in Measurement and Evaluation: Doctoral Level

A course designed to permit the study, (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL2998, which is normally conducted on a tutorial basis.
Staff

JCT2000H Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable.
NOTE: This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS.
L. Earl and R. Wolfe

JCT2001H Using Classroom Assessment to Enhance Student Learning

This course will focus on theory, research and practice connecting classroom assessment to student learning. It will include: 1) understanding a variety of classroom assessment strategies; 2) identify learning expectations and indicators; 3) matching assessment to expectations; 4) assessing students' work and 5) using feedback strategies for learning.
L. Earl and R. Childs

JCT2800H Advanced Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable. This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS.
L. Earl and R. Wolfe

Second Language Education Program

Program Coordinator and Head, Modern Language Centre:
Alister Cumming

Core Faculty
J. Cummins, A. Gagné, N. Labrie, S. Lapkin, N. Spada, M. Swain

Associate Faculty
M. Heller, Sociology and Equity Studies in Education;
E. Geva, Human Development and Applied Psychology;
Y. Johnson, Department of East Asian Studies;
R. Helms-Park, Division of Humanities, University of Toronto at Scarborough;
J. Steele, Department of French Studies

Studies in Second Language Education (SLE) focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies and planning, and student and program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy. The Second Language Education Program links with resources and research in the Modern Language Centre, where most of the faculty are located. The Modern Language Centre Resource Collection and la Collection Franco-Ontarienne are located in the OISE/UT Education Commons.

The Program offers four degrees: the M.Ed., M.A., Ph.D. and Ed.D. (The requirements described below apply to students beginning in 1998 and thereafter; students previously registered in the Program follow regulations describing Second Language Education as a specialization within the Curriculum Program in versions of the OISE/UT ***Bulletin*** prior to 1998.)

Master of Education

Applicants are accepted under SGS general regulations, which specify an appropriate four-year University of Toronto bachelor's degree or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.Ed. offers two programs of study:
Option II consists of eight half-courses plus a major research paper (MRP)
Option IV consists of ten half-courses only

In both Options one of the courses must be either CTL3000H - Foundations of Bilingual and Multicultural Education or CTL3002Y - Methodology and Organization of Language Teaching. Students must take a minimum of four half-courses within the SLE Program. The M.Ed. program of study may be taken on a full or part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

Master of Arts

Applicants are accepted under SGS general regulations. Admission requires a four-year University of Toronto Bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. Enrolment in the M.A. (rather than M.Ed. degree program) is advisable for students expecting to pursue a doctorate in the future. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.A. program of study may be undertaken on a full-time or part-time basis and consists of eight half-courses and a thesis. **Part-time students are expected to be available to take CTL3001 during day-time hours (usually Friday afternoons).** Students must take a minimum of four half-courses within the SLE Program. Courses must include CTL3001H - Research Colloquium in Second Language Education, Masters Level plus a course in research methods relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H, CTL3803H, CTL3807H, CTL4005H, CTL4802H, CTL4805H, AEC1400H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formations and ethical reviews (see SGS website: **<www.sgs.utoronto.ca>**). All requirements for the degree must be completed within five calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

Doctor of Philosophy

Individuals pursuing the Ph.D. typically wish to be university professors in this field. Applicants are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a Qualifying Research Paper (QRP). Ordinarily, applicants will have a minimum of two years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The Ph.D. involves six to eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE Program. Students are required to take CTL 3801H - Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL3001 - esearch Colloquium in Second Language Education, Master's Level), as well a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H, CTL3803H, CTL3807H, CTL4005H, CTL4802H, CTL4805H, AEC1400H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor. A minimum of two consecutive years of full-time study are required at the beginning of the Program, during which time students usually complete course requirements, pass the comprehensive examination, prepare a thesis proposal and form a thesis committee.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formations and ethical reviews (see SGS website: **<www.sgs.utoronto.ca>**). All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

Doctor of Education

The Ed.D. is intended for individuals who have already established a professional career in Second Language Education and wish to make aspects of their professional practice the subject of their graduate studies and thesis research. Candidates are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a Qualifying Research Paper (QRP). Ordinarily, applicants will have a minimum of three years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The Ed.D. ordinarily involves eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE Program. Students are required to take CTL 3801H - Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL3001 - Research Colloquium in Second Language Education, Master's Level) as well as a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H, CTL3803H, CTL3807H, CTL4005H, CTL4802H CTL4805H, AEC1400H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirement will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor. The Ed.D. requires a minimum of two consecutive sessions (i.e., one academic year) of full-time study at some point during the program of study.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formations and ethical reviews (see SGS website: **<www.sgs.utoronto.ca>**). All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

NOTE: Other courses may be taken in other programs in the Department of Curriculum, Teaching and Learning; other Departments at OISE/UT; in the Departments of Linguistics; Anthropology; or in language departments at the University.

Courses

The following is a list of courses offered within the Second Language Education Program. Not all of the courses listed are offered in any given year.

CTL3000H Foundations of Bilingual and Multicultural Education

Foundation course for the Second Language Education Program, also open to students from other programs. The course is offered for students particularly concerned with issues of second language instruction, education for minority populations, and pluralism in education, defined in terms of language, culture (including religion), or ethno-racial origin. The emphasis is on study of major foundational writings that have shaped current thinking about these topics and on deriving implications for reflective teaching practice.
Staff

CTL3001H Research Colloquium in Second Language Education: Master's Level

This colloquium provides opportunities to become familiar with ongoing research, research methodologies, and curriculum activities in second-language learning and teaching.
S. Lapkin and M.K. Swain

CTL3002Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
A. Gagne and staff

CTL3004H Language Awareness and its Role in Teacher Development

The language awareness movement is based on the belief that a place should be found in the curriculum for exploring the nature of language: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and second language learners, its role in society, and its role in creating, sustaining, and enhancing power. The aim of the course is to consider: (i) language awareness in first, second, and foreign language education; (ii) the special need for language awareness in L2 contexts; and (iii) the role of language awareness in teacher development.
R. Helms-Park and staff

CTL3005H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
Staff

CTL3007H Séminaire sur le language et la communication

Ce cours a pour but d'explorer une conception élargie du langage et de la communication basée sur le discours et l'analyse du discours. Les interactions humaines et sociales se construisent en grande partie au moyen du discours, à travers sa production, sa circulation, sa diffusion, sa légitimation, sa valorisation, sa consignation, sa mise en archives. Deux modes principaux permettent sa production : la parole et l'écrit. La parole inclut divers types d'activités, telles l'expression verbale, la conversation, l'interaction verbale, tandis que l'écrit suppose la production de textes de divers genres. Dans les sciences humaines et sociales, le discours constitue à la fois un mode d'accès à la connaissance et un contenu à étudier. En guise d'illustration, nous examinerons diverses applications de l'analyse de discours, en particulier lorsqu'il s'agit de comprendre la production discursive dans l'exercice d'activités de travail ou dans la construction de l'identité collective en contexte pluraliste.
N. Labrie

CTL3007H Seminar in Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. More precisely, this seminar focuses on discourse and discourse analysis, and their application to the field of second language education. We will review various trends in discourse analysis, such as pragmatics, ethnomethodology, conversational analysis, interactional analysis, critical discourse analysis, and we will pay special attention to their application to second language education. We will consider language and discourse from the perspective of political economy and the

onstruction of identities. Special attention will also be paid o gender, gender performance and sexuality as identity onstructs, as these are interrelated with language use and anguage acquisition.
taff

TL3008H Critical Pedagogy, Language and Cultural iversity

inguistic and cultural diversity have always characterized uman societies and have usually played a central role in nediating power relations between dominant and subordinate roups. In recent years, theorists working within the ramework of Critical Pedagogy have begun to describe how ocietal power relations are manifested in schools both hrough interpersonal interactions and the hidden urriculum. In particular, theory has focused on how anguage use and language learning interact with dimensions uch as class, race, ethnicity, and gender in mediating power elations within the educational system. The course will focus n this body of theory and research and explore its pplications to current educational issues related to minority tudents in both Canadian and international contexts.
.P. Cummins

TL3010H Second-Language Learning

his course examines theories and research in second anguage (L2) acquisition, including cognitive, linguistic, ocial, biological and affective variables that account for elative success in L2 learning. The role of instruction in L2 earning is also discussed.
V. Spada

TL3011H Bilingual Education and Bilingualism

his course will examine bilingual education in its many orms. Particular emphasis will be placed on research uestions and findings related to bilingual education in anada for English Canadians, French Canadians, immigrant opulations, and Native peoples. Issues such as the effects of ilingualism on cognitive functioning, psycholinguistic bilities, and personality will also be explored.
Staff

TL3011H Bilinguisme et éducation

e cours a pour but de familiariser les étudiants avec les héories sur le bilinguisme et avec les méthodes de recherche ui ont été développées pour en traiter, de façon à pouvoir rendre en compte ces connaissances dans la recherche, 'enseignement ou le développement de matériel pédagogique, ue ce soit en milieu bilingue ou plurilingue, ou en rapport vec l'enseignement des langues. Il porte plus particulièrement sur l'individu faisant l'acquisition ou ayant recours deux ou plusieurs langues. Il aborde également la question u bilinguisme sur le plan des interactions langagières au sein e communautés linguistiques, comme la famille, la ville, ou e monde du travail.
N. Labrie

CTL3013H Second Language Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.

CTL3013H Evaluation de la compétence langagière

"Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes : la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en général. À l'intérieur de chacun de ces domaines, les principaux instruments de mesure, l'usage approprié de ces instruments, et les questions clés sont étudiées. L'évaluation langagière en milieu minoritaire est un thème qui sera examiné plus particulièrement."
Staff

CTL3014H Collaborative Learning in Second-Language Classrooms

The rationales for collaborative learning in second-language teaching contexts will be examined with particular reference to second-language acquisition theory and research. Students will experience collaborative learning in order to understand its advantages and disadvantages.
M.K. Swain

CTL3015H Seminar in Second-Language Literacy Education

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.
A. Cumming or J. Cummins

CTL3018H Politique et aménagement linguistique

Ce cours a pour objectif de mieux comprendre de quelle façon les interventions humaines sont réalisées sur les dynamiques linguistiques. Nous examinerons en particulier sur quelles bases idéologiques et politiques on en vient à élaborer des politiques linguistiques, quelles en sont les composantes et les principales étapes, et de quelle façon les politiques linguistiques se répercutent dans les pratiques langagières des acteurs sociaux. Idéalement, la politique linguistique devrait permettre à l'école une meilleure prise en compte du contexte qui lui est propre, de façon à harmoniser les rapports entre, d'une part, les langues de l'école, à savoir la langue d'enseignement et les langues secondes ou étrangères à enseigner (ou en d'autres termes la langue en tant que médium d'instruction et en tant que matière enseignée), et d'autre part, la réalité linguistique des élèves, incluant en premier lieu leur langue première pouvant correspondre aussi bien à la langue dominante, à une langue minoritaire, à une langue d'origine ou à une langue autochtone, et, en second lieu, leurs pratiques langagières axées autour du bilinguisme, de la dominance linguistique, de l'alternance et du mixage de codes.
N. Labrie

CTL3018H Language Planning and Policy

The study of language politics, language planning and policy-making is a relatively recent field focussing on how social groups, governments, and other bodies, are getting involved in language issues, such as language teaching. There are few countries in the world today where language does not give rise to political debates. The state is frequently involved in the way decisions are taken about the languages to be used and promoted in various domains of public life (e.g. education, justice, the media) and even about what 'counts' as a language. This course aims at providing some understanding of works conducted in this field, the way in which they are developing and the problems they face. Methodologically, one way to look at such issues is by considering language politics as discourse. This course will emphasize practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.

N. Labrie

CTL3019H Research Themes in Canadian French as a Second Language Education

The last twenty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education with particular attention being given to research methods (core, extended, immersion, and adult FSL).

S. Lapkin

CTL3020H Writing in a Second Language

This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.

A. Cumming or S. Lapkin

CTL3021H Pedagogical Grammar of French

This course offers FSL teachers the opportunity to deepen their understanding of the French language system, and to consider what teaching strategies and techniques can facilitate their students' learning of the language system without compromising the important emphasis on the experiential use of the language. French 'grammar' is broadly defined to include aspects of the sound system, vocabulary, syntax and discourse (oral and written).

S. Lapkin

CTL3023H Sociolinguistique du français canadien

Ce cours a pour but de familiariser les étudiantes et étudiants aux caractéristiques principales du français canadien. Il s'agit d'abord d'en retracer les origines et l'évolution historique, puis d'en dégager les principaux traits, du point de vue lexical, phonétique, morphosyntaxique et discursif. Nous examinerons en outre des phénomènes sociolinguistiques entourant la construction de la norme et l'insécurité linguistique. Ce cours se veut aussi une initiation pratique à la recherche sociolinguistique appliquée au français canadien et une réflection sur ses implications pédagogiques.

N. Labrie

CTL3024H Second Language Teacher Education

In this course the many dimensions of second and foreign language teacher education will be explored. The course will focus on four main areas including: 1) the foundations of second language teacher education, 2) initial teacher preparation, 3) inservice education and on-going professional development as well as 4) activities and procedures for seconc language teacher education. Consideration will be given to the specific needs of different types of second language teachers working in either traditional or nontraditional learning environments with learners of different ages. The implications of responding to these diverse needs for second language teacher education will also be explored.

A. Gagné

CTL3797H Practicum in Second Language Education: Master's Level

An individualized course linking research and theory in SLE with practical fieldwork supervised by a professor. Credit is not given for the fieldwork per se, but rather for the academi work related to it. Academic assignments related to the field work are established collaboratively between the student and professor supervising the course, and evaluated accordingly, ir a manner similar to an individual reading and research course (e.g., CTL 3998H). A student wishing to propose a Practicum course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.

Staff

CTL3798H Individual Reading and Research in Second Language Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. Whil course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to propose an Individual Reading and Research course must prepare a rationale, syllabus, and bibliography fo the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.

Staff

CTL3799H Special Topics in Second Language Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year.

NOTE: This course does not fulfil the purpose of CTL3798, which is normally conducted on a tutorial basis.

Staff

CTL3800H Second Language Classroom Research

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, esearch methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in econd-language classrooms.
M.K. Swain or N. Spada

CTL3801H Research Colloquium in Second Language Education: Doctoral Level

This colloquium provides opportunities for students to learn about ongoing research in Second Language Education and to pursue the study of a research area of interest to them.
M.K. Swain and S. Lapkin

CTL3803H Ethnographic Research in the Language Disciplines

The goal and main assignment of this course is the development of a draft thesis proposal for doctoral research in first or second language topics. Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that nterest them and to mix methods according to need.
Staff

CTL3805H Aspects of Second-Language Acquisition

This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice.
Prerequisite: Permission of instructor.
N. Spada

CTL3806H Sociocultural Theory and Second Language Learning

This course will examine aspects of second language learning (SLL) from the perspective of a sociocultural theory of mind. Key concepts from sociocultural theory, for example zone of proximal development (ZPD), scaffolding, private speech, and mediation will be considered as they relate to SLL. Relevant writings of Vygotsky, Leont'ev, Cole, Donato, Lantolf, van Lier, Wertsch and others will be read in depth.
M. Swain

CTL3807H Processing Second Language Data

For thesis students (M.A., Ph.D., or Ed.D) preparing to do empirical research on second language learning, instruction, and/or curriculum, this course reviews and provides experience with relevant techniques for data collection (e.g. focus groups, interviewing, verbal reports, observation, discourse analysis, questionnaires, tests); data analyses (e.g., coding, profiling, summarizing, reliability and verification checks, validation), and addressing ethical issues in research with humans.
A. Cumming

CTL3997H Practicum in Second Language Education: Doctoral Level

An individualized course linking research and theory in SLE with practical fieldwork supervised by a professor. Credit is not given for the fieldwork per se, but rather for the academic work related to it. Academic assignments related to the field work are established collaboratively between the student and professor supervising the course, and evaluated accordingly, in a manner similar to an individual reading and research course (e.g., CTL 3998H). A student wishing to propose a Practicum course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.
Staff

CTL3998H Individual Reading and Research in Second Language Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to propose an Individual Reading and Research course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.
Staff

CTL3999H Special Topics in Second Language Education: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL3998, which is normally conducted on a tutorial basis.
Staff

JHC1251H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

JTE1952H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer

à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée au lien entre ces différences culturelles, le rendement académique, le développement linguistique des élèves en situation multilingue/multiculturelle et les notion de pouvoir et d'inégalité. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation francophone.
M. Heller

JTE1952H Language, Culture, and Education
The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.
M. Heller

EAS1352H Theory and Practice of Japanese Language Instruction
This course provides an overview of theories and issues in second language education for Japanese language teachers, including a review of theories of Japanese language acquisition, recent trends in teaching practices, and pedagogical models for teaching Japanese.
Y. Johnson

FRE1108H Théorie linguistique et acquisition du français langue seconde
Dans ce course, nous verrons comment des théories de compétence linguistique actuelles, y compris les théories des principes et paramètres, du Minimalisme et de l'Optimalité, peuvent servie d'outil pour la recherche sur l'acquisition des language secondes, surtout l'acqusition de la syntaxe et de la phonologie du français. Nous examinerons les grammaires initiales, les contraintes sur le développement, les grammaires finales, et le rôle de l'input. Les structures à l'étude comprendront le déplacement verbal, les catégories fonctionnelles et la structure syllabique, entre autres.
J. Steele

Teacher Development Program

Program Coordinator and Head
J. Miller

Core Faculty
M. Beattie, C. Beck, B. Bennett, E. Campbell, C. Conle, K. Cooper, P. Diamond, G. Feuerverger, B. Kilbourn, M. Kooy, C. Kosnik, D. Thiessen

Associated Faculty
S. Acker, M. Connelly, L. Hannay

Studies in the Teacher Development Program focus on the personal, collaborative and organizational experiences of teachers throughout their careers. The Program encompasses such areas as: teacher knowledge, teacher identity, teacher beliefs and practices, teacher inquiry, or teacher learning; classroom and school improvement, teacher leadership, preservice and inservice education, or teacher politics; holistic approaches to teaching and teache development; and equity and gender matters in teaching, cultural dimentions of teachers' lives, or the changing social and political context of teachers in society. The Teacher Development Program examines knowledge and supports research related to each of these areas.

NOTE: This Program is currently under review.

Master of Education

This degree is designed for practicing educators who wish to apply knowledge and skills in teacher development to the improvement of educational practice. Applicants are accepted under SGS general regulations, which specify an appropriate four-year University of Toronto bachelor's degree or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto **mid-B or better** in the final year. One year of professional education for teaching, or the equivalent in pedagogical content, is recommended. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Such experience may include teaching in settings other than schools; for example in nursing and other professional teaching programs.

The M.Ed. program of study consists of eight half-courses, four of which are normally undertaken in the program, plus a major research paper (MRP), and may be taken on full or part-time basis. Additional study may be required ither within the degree program or prior to admission. ll requirements for the degree must be completed within ix calendar years from first enrolment. (See the linimum Admission and Degree Requirements section or degree requirements, pages 22 - 28.)

laster of Arts

his degree is designed to provide academic study and esearch training related to teacher development. pplicants are accepted under SGS general regulations. dmission normally requires a four-year University of oronto bachelor's degree, or its equivalent, in a relevant iscipline or professional program, completed with tanding equivalent to a University of Toronto **mid-B or etter** in the final year. Ordinarily, applicants will have at east one year of relevant, successful, professional xperience prior to applying. Such experience may include eaching in settings other than schools; for example in ursing and other professional teaching programs. tudents who anticipate going on to further study at the h.D. level are advised to apply for enrolment in an M.A. ather than an M.Ed. degree program.

he M.A. program of study may be undertaken on a full-ime or part-time basis and consists of eight half-courses, our of which are normally undertaken in the program, nd a thesis. Additional courses may be required of some pplicants.

IOTE: Candidates are responsible for meeting deadlines to omplete their course requirements, thesis committee ormations and ethical reviews (see SGS website **<www.sgs.utoronto.ca>**). All requirements for the legree must be completed within five calendar years from irst enrolment. (See the Minimum Admission and Degree equirements section for degree requirements, pages 2 - 28.)

octor of Education

pplicants are accepted under SGS general regulations. A Jniversity of Toronto M.Ed. or M.A. in education or its quivalent from a recognized university, in the same area of pecialization proposed at the doctoral level, completed vith an average grade equivalent to a University of Toronto **B+ or better** is required. Further documen-ation may be required to establish equivalence. pplicants will ordinarily have a minimum of three years rofessional experience in education prior to applying. dmission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An pplicant's admission will be confirmed, however, only vhen the QRP or master's thesis is judged to be of ufficiently high quality to warrant admission. The Ed.D. program of study normally consists of eight half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program of study includes a minimum of one year of full time study, but, may be initiated on a full-time or part-time basis.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formations and ethical reviews (see SGS website **<www.sgs.utoronto.ca>**). All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

Doctor of Philosophy

Applicants are admitted under SGS general regulations. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. A candidate's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program of study normally consists of six half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are required. The Ph.D. degree is offered on a full-time basis only; full-time registration is mandatory until all degree requirements have been completed.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formations and ethical reviews (see SGS website **<www.sgs.utoronto.ca>**). All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28)

Courses

The following is a list of courses offered within the Teacher Development Program. Not all of the courses listed are offered in any given year.

CTL4000H Improving Teaching

A critical review of current approaches to analyzing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B.S. Kilbourn

CTL4001H Facilitating Reflective Professional Development

Reflective practice is one means through which practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identify and examine professional development strategies which could facilitate reflective professional development. Students will critique these models by utilizing the concepts from the reflective practice literature.
L.M. Hannay

CTL4002H Constructive Feedback in Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of instructor.
B.S. Kilbourn

CTL4003H Teacher Development and School Improvement

This course examines various approaches to studying, describing, and explaining teacher development at different stages in a teacher's career (e.g., preservice, induction, inservice years). Particular emphasis is placed on the relationship between teacher development policies, practices, and various approaches to school improvement (e.g., inservice training, innovation implementation, effective schools projects). Generally, the course considers how teacher development can improve schools and how school improvement initiatives can influence teacher development.
C.T.P. Diamond

CTL4004H From Student to Teacher: Professional Induction

This course critically examines the various conceptual and structural approaches to teacher education, including an inquiry-based, transformative orientation. Participants engage in their own inquiries, exploring the ways in which they construct professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research methodologies and research findings are discussed for the purposes of deepening our understandings of our current teaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.
M. Kooy

CTL4005H Arts-Based Approaches to Teacher Development

This course uses arts-based textual strategies such as stories, self-narratives, poems, split text, duologue, palimpsest, and visuals to explore teacher-researcher development. As in a postmodern Gothic mystery, development is represented as a detective thriller with an ongoing contest between aspects of teacher-self and its context. The protagonists include "the teacher I hope to become" and "missing or 'kidnapped' parts of teacher-self" such as child-artist. The antagonists include "the teacher I fear to remain" and "false, idealized teacher-selves". "The teacher I am" provides a staging point for the next round of development. In a series involving transformation, arrest, or resistance, any ending only provokes new beginnings.
C.T.P. Diamond

CTL4007H Language, Culture, and Identity: Using the Literary Text in Teacher Development

The literary text is used as a vehicle for reflection on issues of language and ethnic identity maintenance and for allowing students an opportunity to live vicariously in other ethnocultural worlds. The focus is on autobiographical narrative within diversity as a means to our understanding of the 'self' in relation to the 'other'. The course examines the complex implications of understanding teacher development as autobiographical/biographical text. We then extend this epistemological investigation into more broadly conceived notions of meaning-making that incorporate aesthetic and moral dimensions within the multicultural/anti-racist/anti-bias teacher educational enterprise.
G. Feuerverger

CTL4008H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of 'knowing The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
B.S. Kilbourn

CTL4009H Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a 'hands-on' component, where students (whether practicing teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.

G. Feuerverger

CTL4010H Action Research in Language and Learning

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term 'language' appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.

Prerequisite: Permission of instructor.

Staff

CTL4011H Teaching and School Renewal

The central idea of this course is that improvements in schooling cannot be externally imposed; rather, schools improve as teachers gradually fine-tune their craft, with support from other quarters. The course enlists the aid of experienced and beginning teachers in clarifying the role of the teacher and considering how it can be enhanced. Topics include: the goals of teaching, the teacher-student relationship, facilitating student learning, modifying the curriculum, combining academic learning with life learning, building a class community, teachers as researchers, and school restructuring. The course links theory and practice, helping teachers develop their understanding of teaching by addressing questions of everyday practice.

C.M. Beck

CTL4012H Thoughtful Teaching and Practitioner Inquiry

This course will explore the view that teachers are 'thoughtful practitioners', the primary agents of schooling. It will focus on the empowerment of teachers through school-based inquiry and through a more adequate understanding of the teacher's abilities and role. A small research study in a teaching context (school or preservice) will be required in this course. Assistance will be given in research methodology for the study.

C. Beck and C. Kosnik

CTL4013H Comparative and Cross-Cultural Perspectives

In this course we explore differences in the ways 'Knowledge', 'Teaching' and 'Learning' are constructed and understood in different cultures, and how these affect how teachers learn and promote learning, with particular emphasis on multicultural settings. An underlying theme is how one can best bring together: a) narrative, and b) comparative/structural ways of knowing in order to better understand teacher development in varying cultural/national contexts. The choice of particular nations/regions/cultures on which to focus in the course responds to the experience and interest of the students and the availability of useful literature regarding a particular geo-cultural area with respect to the basic themes of the course.

Staff

CTL4797H Practicum in Teacher Development Program: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.

Staff

CTL4798H Individual Reading and Research in Teacher Development Program: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

CTL4799H Special Topics in Teacher Development Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of teacher development not already covered in the courses listed for the current year.

NOTE: This course does not fulfil the purpose of CTL4798, which is normally conducted on a tutorial basis.

Staff

CTL4800H Seminar: Current Problems in Teacher Development and Curriculum Studies: Apprenticeship

The examination of a current topic or problem in teacher development and curriculum studies through an apprenticeship. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics and apprenticeship sites will vary from year to year depending upon the interests of course members.

C.T.P. Diamond and staff

CTL4801H Narrative and Story in Research and Professional Practice

A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.

Prerequisite: Permission of instructor.

C. Conle

CTL4802H Qualitative Research in Teaching

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of instructor.

B.S. Kilbourn

CTL4804H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and 'curriculum theory'. These are examined and assessed as they influence problem selection, the nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.

Prerequisite: Permission of instructor

C.T.P. Diamond or staff

CTL4806H Professional Ethics of Teaching and Schooling

Current educational literature reflects increasing attention to the practical and philosophical significance of ethical decision-making as a central aspect of the professionalism and accountability of teachers in their role as moral agents. This course will examine, through in part the use of case studies, some of the ethical complexities, dilemmas, and controversial issues that arise within the overall context of the school. It will raise questions about ethical concerns that occur as a result of teachers' daily work with students, colleagues, administrators, and parents. The course will consider the nature of professional ethics in education and associated concepts of the moral climate of schools. It will explore theoretical and empirical knowledge in the field of applied educational ethics and the moral/ethical dimensions of teaching and schooling.

E. Campbell

CTL4997H Practicum in Teacher Development Program: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.

Staff

CTL4998H Individual Reading and Research in Teacher Development Program: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

CTL4999H Special Topics in Teacher Development Program: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of teacher development not already covered in the courses listed for the current year.

NOTE: This course does not fulfil the purpose of CTL4998, which is normally conducted on a tutorial basis.

Staff

JTE2912H Teachers' Work: Classrooms, Careers, Cultures and Change

Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or examine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. Some researchers have sought to probe the thinking processes of teachers, particularly the way in which knowledge is expressed in action: others have explored the pivotal role of teachers in school effectiveness and innovation; others have developed models of teachers as workers under threat; still others have analyzed the extent to which gender structures teachers' lives and careers. This course provides an introduction to such topics, at the same time encouraging students who are or have been teachers to reflect upon their own experience and the context in which it occurs. We look at teachers as individuals using skills and creating identities; as actors and negotiators in classrooms; as colleagues in a workplace; as members of an occupation. Throughout, we shall remain alert to the social policy contexts and constraints within which teachers must operate as strategists and decision-makers.

S. Acker

Collaborative Graduate Degree Programs

The department of Curriculum, Teaching and Learning participates in the following Collaborative Graduate Degree Programs.

- Comparative, International and Development Education
- Environmental Studies
- Graduate Collaborative Program in Women's Studies (GCWS)

Additional information is available in the "Collaborative Graduate Degree Programs" section of this ***Bulletin*** (pages 169 - 172) and the ***School of Graduate Studies Calendar***.

Comparative, International and Development Education

Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education jointly offer graduate degree programs (M.Ed., M.A., Ed.D., Ph.D.) in Comparative, International and Development Education. Additional information is available in the "Collaborative Graduate Degree Programs" section (pages 170 - 171) and the ***School of Graduate Studies Calendar***. Interested students should forward an application to both the OISE/UT department(s) of their choice and the CIDE Program Coordinator. Prospective applicants are strongly encouraged to contact the CIDE Program Coordinator in advance of submitting their application.

Further information is available from:

Joseph P. Farrell, Head
Comparative, International, and Development
Education Centre (CIDEC)
Telephone: 416-923-6641 ext. 2361
E-mail: jfarrell@oise.utoronto.ca

Courses

The following is a list of courses offered by the department of Curriculum, Teaching and Learning within the Comparative, International and Development Education Collaborative Program. Not all of the courses listed are offered in any given year. Students should also see course lists under the other collaborative departments' sections of this ***Bulletin***.

CTL6000H Introduction to Comparative, International, and Development Education
This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
J.P. Farrell and D.W. Livingstone

CTL6001H The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs
This course will examine traditional and innovative approaches to occupational training. Both preservice and inservice program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D.N. Wilson or staff

CTL6002H Education and Social Development
This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing 'theories' or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and 'state of the art' papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting

a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J.P. Farrell or staff

CTL6003H Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or 'profile' of an educational system, and analyze aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.
D.N. Wilson or staff

CTL6797H Practicum in Comparative, International and Development Education Program: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks before the beginning of the session.
Staff

CTL6798H Individual Reading and Research in Comparative, International and Development Education Program: Master's Level

A course designed to permit the study of a specific area not already covered in the courses listed for the current year.
Staff

CTL6799H Special Topics in Comparative, International & Development Education Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL6798, which is normally conducted on a tutorial basis.
Staff

CTL6800H Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or 'positions' with reference to a controversy of interest to them, and to analyze and evaluate those positions using both relevant theory and available empirical data.
D.N. Wilson or staff

CTL6801H Methodologies for Comparing Educational Systems

This course is designed for prospective or practicing researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analyzing large volumes of data from many countries. Particular attention will be paid to: (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.
Staff

CTL6997H Practicum in Comparative, International and Development Education Program: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks before the beginning of the session.
Staff

CTL6998H Individual Reading and Research in Comparative, International and Development Education Program: Doctoral Level

A course designed to permit the study of a specific area not already covered in the courses listed for the current year.
Staff

CTL6999H Special Topics in Comparative, International and Development Education Program: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of comparative international and development education not already covered in the courses listed for the current year.
NOTE: This course does not fulfil the purpose of CTL6998, which is normally conducted on a tutorial basis.
Staff

Environmental Studies Collaborative Program

The Department of Curriculum, Teaching and Learning is one of several U of T departments to collaborate with the Institute of Environmental Studies to offer M.A., M.Ed., Ph.D. and Ed.D. degree programs. Typically, between two and four courses are chosen from the graduate courses listed with the Institute of Environmental Studies. Courses of particular interest include:

Internships for students are sometimes available through the Institute for Environmental Studies. Interested students should forward an application to both the CTL Department and the Institute for Environmental Studies.

Additional information is available in the "Collaborative Graduate Degree Programs" section (pages 171 - 172), of the ***School of Graduate Studies Calendar,*** or contact:

Donna Workman, IES Graduate Student Advisor
Institute for Environmental Studies
33 Willcocks Street, Suite 1022
Toronto, Ontario M5S 3E8
Telephone: 416-978-7077
Fax: 416-978-3884
E-mail: ies.gradinfo@utoronto.ca
Website: www.utoronto.ca/env/ies

Graduate Collaborative Program in Women's Studies (GCWS)

The Department of Curriculum, Teaching and Learning is one of 25 University of Toronto departments which participate in the Graduate Collaborative Program in Women's Studies (GCWS), offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship.

The Program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications.

Courses of particular interest include:

CTL1011H	Anti-Discriminatory Education in School Settings
CTL1012H	Curriculum for Girls and Young Women: Historical and Contemporary Issues
CTL1101H	Arts and Education: Practice and Theory
CTL1309H	Les stereotypes sexuels dans les programmes scolaires
CTL1310H	Feminist Theory, Identity Politics and Contemporary Educational Thought
CTL1311H	Gender, Education and Nationhood: An international Feminist Dialogue
CTL1312H	Democrative Citizenship Education
CTL1313H	Gender Equity in the Classroom
CTL1840H	Gender Issues in Mathematics, Science, and Technology
CTL1861H	Critical Ethnography
CTL1999H	Special Topics in Curriculum: Doctoral Level: Queer Theories, Bodies and Curriculum

All programs of study should be planned in consultation with Tara Goldstein, program advisor in the CTL Department, and with the GCWS Coordinator of Graduate Studies. Further information is also available on page 172 and from the ***School of Graduate Studies Calendar.***

Further information is available from:
Tara Goldstein
252 Bloor Street West,
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 7881
Email: tgoldstein@oise.utoronto.ca
Website: www.utoronto.ca/women

Human Development and Applied Psychology (HDAP)

The Department of Human Development and Applied Psychology offers graduate degrees in five programs that focus, in various ways, on human development and well-being in the period from infancy and early childhood through the school years to adolescence and adulthood. Our mission is to develop skilled and thoughtful researchers and professionals, who will expand knowledge about human development and improve practice in key areas, particularly teaching and school and clinical child psychology.

We currently offer the following:

Child Study and Education (M.A.)

Based at the Institute of Child Study, an initial teacher education program leading to the Ontario Teachers Certificate of Qualification and an M.A.

Developmental Psychology and Education (M.A., M.Ed., Ph.D. and Ed.D.)

The M.A. and Ph.D. degree programs are designed for students who wish to pursue an academic or research-based career. The M.Ed. and Ed.D. are designed for the reflective teacher or other practitioner in education or related fields.

Developmental Science (M.A., PhD.)

This Collaborative Program is an additional option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program. It is offered in collaboration with the Department of Psychology and prepares students for academic and research careers.

School and Clinical Child Psychology (M.A. and Ph.D.)

A program intended to fulfil the academic requirements for registration as a psychological associate and psychologist.

In addition to the information provided on the following pages, the specific requirements for each program are described in more detail in a booklet titled ***Department of Human Development and Applied Psychology Program Guidelines***. Students are expected to consult the Program Guidelines for specific policies governing their programs. Copies of the Program Guidelines are available in the department.

General Information

For application information and forms visit the Registrar's Office website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca
Website: www.oise.utoronto.ca/depts/hdap/

For registration information, contact:

Christine Fung, Liaison Officer
Registrar's Office, Graduate Studies Registration Unit
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Child Study and Education

Elizabeth Rentzelos
Telephone: 416-934-4525
E-mail: ics.info@oise.utoronto.ca

Developmental Psychology and Education

Nancy Mayes
Telephone: 416-923-6641 ext. 2471
E-mail: nmayes@oise.utoronto.ca

Developmental Science Collaborative Program

Joan Grusec
Telephone: 416-978-7610
E-mail: grusec@psych.utoronto.ca

School and Clinical Child Psychology

Diana Robinson
Telephone: 416-923-6641 ext. 2414
E-mail: jdrobinson@oise.utoronto.ca

Programs and Admissions Officer

Nancy Smart
Telephone: 416-923-6641 ext. 2324
E-mail: nsmart@oise.utoronto.ca

Chair of the Department

Janet W. Astington, Ph.D. (Toronto)
Professor, cross-appointed to the Department of Psychology and to University College
(cognitive and linguistic development; children's theory of mind; metalinguistics; socio-cultural context of development)

Associate Chair of the Department

Mary Louise Arnold, Ed.D. (Harvard)
Associate Professor
(adolescent development; sociomoral reasoning; values acquisition; identity formation; ethical dimensions of teacher-student relations)

Faculty

Andrew Biemiller, Ph.D. (Cornell)
Professor
(language and reading; self-direction and education; educational programs)

Carl Corter, Ph.D. (North Carolina)
Professor and Director, Institute of Child Study
(kindergarten education; parenting; sibling and family relationships; infant development)

Joseph Ducharme, Ph.D. (Toronto)
Associate Professor
(prevention and treatment of behavioural disorders associated with child psychopathologies; compliance; parent, teacher and staff training)

Michel Ferrari, Ph.D. (UQAM)
Associate Professor and Head of Centre for Applied Cognitive Science
(development of academic excellence in the self; domain-expertise; professional ethics; conceptual change; evolution and theory of mind)

Esther Geva, Ph.D. (Toronto)
Professor
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in bilingual/multicultural contexts; research design and evaluation)

Jennifer Hardacre, Ed.D. (Nova)
Senior Lecturer
(play as a learning medium; teacher education; constructivist teaching)

Thomas W. Humphries, Ph.D. (Northwestern)
Adjunct Professor and Associate Professor, Department of Paediatrics, seconded to OISE/UT
(learning disabilities; treatment intervention; learning and behavioural correlates of medical conditions)

Jenny Jenkins, Ph.D. (London)
Professor, cross-appointed to the Department of Psychology
(social and emotional development; family interaction; child psychopathology)

Daniel Keating, Ph.D. (Johns Hopkins)
Professor, The Atkinson Charitable Foundation Chair in Early Childhood Development and Education
(human development; cognitive and social processes in developmental diversity)

Marc Lewis, Ph.D. (Toronto)
Professor
(personality development; emotional development; cognition/emotion interactions in development; dynamic systems approaches; emotional neurobiology)

Nancy Link, Ph.D. (Toronto)
Senior Lecturer, Clinical Director, School and Clinical Child Psychology Program
(Personality assessment; emotional development)

Chris Moore, Ph.D. (Cambridge)
Professor, Canada Research Chair in Social Cognitive Development
(development of social understanding in infants and preschool children; development of self)

Joan Moss, Ph.D. (Toronto)
Assistant Professor
(children's mathematical development; cognitive development; teaching and learning mathematics - elementary)

Janette Pelletier, Ph.D. (Toronto)
Assistant Professor
(early childhood development and education; early French immersion; teacher beliefs and practices; theory of mind and schooling)

Michal Perlman, Ph.D. (Waterloo)
Assistant Professor
(environmental factors influencing preschool children's social development; cognitive and emotional school readiness; the impact of neighbourhoods on children; family law)

Joan Peskin, Ph.D. (Toronto)
Senior Lecturer
(children's theory of mind; expertise in literary reading; cognition and instruction)

Michele Peterson-Badali, Ph.D. (Toronto)
Associate Professor
(children's understanding of social phenomena and institutions [e.g. legal, medical]; legal knowledge and reasoning; children's rights; young offenders; social policy relating to youth justice)

Katreena Scott, Ph.D. (Western)
Assistant Professor
(family violence; transmission of violent behaviours; change through treatment; measurement of abuse)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, Canada Research Chair in Applied Cognitive Science, cross-appointed to the Department of Curriculum, Teaching and Learning
(the psychology of critical thinking; reading and reading problems; theories of reading and literacy in children and adults)

Richard Volpe, Ph.D. (Alberta)
Professor
(human development; self-concept; social cognition; family relations; child abuse; theory, policy and practice connections; prevention and human services delivery; school/community interface; history and systems; evaluation research; qualitative methods)

Judith Wiener, Ph.D. (Michigan)
Professor
(social and affective development of children, adolescents, and adults with learning disabilities, ADHD and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

Dale M. Willows, Ph.D. (Waterloo)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(basic processes in reading; reading/writing disabilities; classroom reading/writing instruction; assessment and remediation approaches to written language difficulties)

Earl Woodruff, Ph.D. (Toronto)
Associate Professor; cross-appointed to the Department of Curriculum, Teaching and Learning
(cognition and learning; sociocognitive knowledge building; technology in education)

Associated Faculty

Lesley Atkinson, Ph.D. (York)
Research Head and Senior Psychologist, Centre for Addiction and Mental Health

Judith Bernhard, Ph.D. (Toronto)
Professor, Ryerson University

Ester Cole, Ph.D. (Toronto)
Psychologist, private practice; President, Ontario Psychological Association

Alister Cumming, Ph.D. (Toronto)
Professor, Department of Curriculum, Teaching and Learning, OISE/UT

Judith Friedland, Ph.D. (Toronto)
Professor, Department of Occupational Therapy, University of Toronto

Joan Grusec, Ph.D. (Stanford)
Professor, Department of Psychology, University of Toronto

Charles Helwig, Ph.D. (University of California at Berkeley)
Associate Professor, Department of Psychology, University of Toronto

Anne Jordan, Ph.D. (Toronto)
Professor, Department of Curriculum, Teaching and Learning, OISE/UT

Katharina Manassis, M.D. (Toronto)
Associate Professor, Department of Psychiatry, University of Toronto

Solveiga Miezitis, Ph.D. (Toronto)
Professor, Department of Adult Education and Counselling Psychology, OISE/UT

Adrienne Perry, Ph.D. (York)
Assistant Professor, York University, Consulting Psychologist, Thistletown Regional Centre

Joanne Rovet, Ph.D. (Toronto)
Professor, Department of Pediatrics, University of Toronto

Marlene Scardamalia, Ph.D. (Toronto)
Professor, Department of Curriculum, Teaching and Learning, OISE/UT

Russell Schachar, Ph.D. (Toronto)
Professor, Department of Psychiatry; University of Toronto; Senior Scientist, Research Institute, Hospital for Sick Children

Glenn Schellenberg, Ph.D. (Cornell)
Associate Professor, Department of Psychology, University of Toronto at Mississauga

Mark Schmuckler, Ph.D. (Cornell)
Professor, Department of Psychology, University of Toronto at Scarborough

Rosemary Tannock, Ph.D. (Toronto)
Associate Professor, Department of Psychiatry, University of Toronto; Senior Scientist, Brain and Behaviour Research Program, Hospital for Sick Children

Anthony Toneatto, Ph.D. (McGill)
Assistant Professor, Department of Public Health Sciences and Department of Psychiatry, University of Toronto

Sandra Trehub, Ph.D. (McGill)
Professor, Department of Psychology, University of Toronto at Mississauga

Philip D. Zelazo, Ph.D. (Yale)
Associate Professor, Department of Psychology, University of Toronto

Adjunct Clinical Supervisors
(School and Clinical Child Psychology Program)

Senior Clinical Supervisors

Janice Baryshrik, Ph.D. (Toronto)
Senior Psychologist, York Region District School Board

Mary Caravias, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Art Caspary, Ph.D. (Waterloo)
Head, Psychology Department
Hincks-Dellcrest Centre (Jarvis Site)

Jack Kamrad, Ph.D. (Toronto)
Psychoeducational Consultant, Peel District School Board

Sherri MacKay, Ph.D. (Toronto)
Psychologist, Centre for Addiction and Mental Health
TAPP-C-Program

Sandra Mendlowitz, Ph.D. (Toronto)
Psychologist, Markham Stouffville Hospital

Nitza Perlman, Ph.D. (Toronto)
Director, Children Youth Division
Surrey Place Centre

Adrienne Perry, Ph.D. (York)
Psychologist, Coordinator of Research
Thistletown Regional Centre

Schrine Persad, Ph.D. (Toronto)
School Psychologist, York Catholic District School Board

Sara Zimmerman, Ph.D. (Toronto)
Clinical Supervisor, Hincks-Dellcrest Centre

Ken Zucker, Ph.D. (Toronto)
Senior Psychologist, Centre for Addiction and Mental Health

Clinical Supervisors

David Benner, Ph.D. (York)
Chief Psychologist, Hamilton-Wentworth Department of Public Health, Child and Adolescent Services

Yvonne Bohr, Ph.D. (Toronto)
Psychologist, Aisling Discoveries

Ian Brown, Ph.D. (Toronto)
Co-ordinator of Psychological Services, The Durham Catholic District School Board

Jennifer Coolbear, Ph.D. (York)
Psychologist, SCAN Program, The Hospital for Sick Children

Marie Fawcett-Carter, M.A. (Waterloo)
Psychoeducational Consultant, Peel District School Board

Catherine Grimes, Ph.D. (York)
Psychologist, Thistletown Regional Centre

Monita Ho, M.Soc.Sc. (Hong Kong)
Psychoeducational Consultant, Toronto District School Board

Robin Holloway, Ph.D. (Toronto)
Psychologist, Psychology Department, Child and Family Services, Credit Valley Hospital

Giorgio Ilacqua, Ed.D. (Toronto)
Psychologist, Private Practice

Iwona Kaczmarzyk, M.A. (Tagiellonian Poland)
Psychological Associate, Toronto Catholic District School Board

Karen Leitner, Ph.D. (Toronto)
Senior Psychologist, York County Hospital

Cynthia McCall, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Mona McLean, Ph.D. (Toronto)
School Psychologist, Toronto Catholic District School Board

Jamie Metsala, Ph.D. (Toronto)
Director of Research and Psychology, Integra

Fiona Miller, Ph.D. (Toronto)
Psychologist, Centre for Addiction and Mental Health

Deborah Minden, Ph.D. (Toronto)
Psychologist, The Hospital for Sick Children

Nozomi Minowa, Psy.D. (Massachusetts School of Professional Psychology)
Clinical Manager, Surrey Place Centre

Susan Mockler, Ph.D. (York)
Psychologist, Hincks-Dellcrest Centre

Tammy Morrell-Bellai, Ph.D. (Toronto)
Clinical Director, Markham-Stouffville Family Life Centre

Teri Perri-Galluzzo, Dip.C.S. (Toronto)
Psychological Associate, Toronto Catholic District School Board

Erin Picard, Ph.D. (Windsor)
Psychologist, Bloorview MacMillan Centre

Dermot Stewart, Ph.D. (York)
Psychologist, Toronto Catholic District School Board

Paul Szabo, Ph.D. (Manitoba)
Senior Psychologist, North York General Hospital

Naomi Tal, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Angeles Toharia, Ph.D. (Montreal)
Psychologist, Allan Memorial Institute

Maggie Toplak, Ph.D. (Toronto)
Clinical Research Fellow, The Hospital for Sick Children

Jeannie Tryphonopoulos, Ph.D. (York)
Psychoeducational Consultant, Toronto District School Board

Christine Wasson, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Jeffrey Wong, Ph.D. (York)
Psychologist, Thistletown Regional Centre

James Worling, Ph.D. (Toronto)
Psychologist, Thistletown Regional Centre

Practicum Coordinators

Ronna Kluger, M.Ed. (Boston)
Nick Scarfo, M.Ed. (Toronto)

Laboratory School Staff

(based at the Institute of Child Study)

E. Morley, B.A. (Wilfrid Laurier), Dip.C.S. (Toronto), Principal
A.C. Cassidy, B.A. (Concordia), Dip.C.S. (Toronto)
B. Caswell, B.A. (Trent), Dip.C.S. (Toronto)
J. Comay, B.A., M.A., Dip. C.S. (Toronto) (on leave)
B. Crook, B.Ed. (Queen's)
Z. Donoahue, B.A., Dip. C.S. (Toronto), M.Ed. (Toronto)
C. Durand, Dip. Art (Paris), F.T.Cert. (Toronto)
C. Halewood, B.A., B.Ed. (Toronto), E.C.E.
R. Hersen, B.F.A. (York)
J. Kimel, M.A. (Toronto)
N. L'Espérance, M.A. (Toronto)
M. Martindale, B.A., Dip.C.S. (Toronto)
R. Messina, B.A., B.Ed. (Toronto)
S. Murray, B.F.A. (Columbia)
K. Raun, M.A. (Toronto)
R. Reeve, B.A., B.Ed. (Queen's), M.Ed. (Toronto)
S. Schwenger, B.A. (Western), M.Ed., M.S.W. (Toronto)
R. Shaw, B.A. (Queen's), Dip. C.S. (Toronto)
J. Simmonds, B.Ed. (Toronto)
R. Smith, B.A. (Toronto)
C. Stephenson, B.A., Dip. C.S. (Toronto)
E. Weininger, B.A., Dip. C.S. (Toronto) (on leave)

University Professor Emeritus

David R. Olson, Ph.D. (Alberta)

Professors Emeriti

Carl Bereiter, Ph.D. (Wisconsin)
Betty Flint, M.A. Dip. C.S. (Toronto)
Carol Musselman, Ph.D. (Michigan)
Keith Oatley, Ph.D. (London)
Denis Shackel, Ph.D. (Toronto)
Conchita Tan-Willman, Ph.D. (Minnesota)

Associate Professors (Retired)

Peter Lindsay, Ph.D. (Toronto)
Uri Shafrir, Ph.D. (York)

General Department Admission Information

See Program sections for specific admission requirements.

Students are selected on the basis of academic standing, letters of recommendation, Statement of Intent, and relevant experience.

With the exception of the M.Ed. program, the department does not ordinarily consider applications for admission to degree programs commencing in January. Students may begin the M.Ed. program in September, January, or July.

Most applicants apply to only one of the department's Programs. However, applicants are permitted to apply to two Programs. Those applying to two Programs should clearly designate the Programs and the order of preference. Applications will not be reviewed until this information is provided. Requests for transfer from one Program to another after admission are normally considered each year in a pool with all other applicants to the Program. See the department's Program Guidelines booklet for more information. Note that even if students requesting a transfer meet the basic requirements of the Program they wish to enter, the request may be refused due to the competitive nature of the admission process.

tatement of Intent

pplicants for degrees that include a thesis should include vith their application a research statement of one or two ages describing their research experience and interests, nd as far as is possible at this stage, a plan for the research hat they would like to conduct, including the methods to e used and the population to be studied. Applicants for legrees without a thesis should write a statement lescribing their interests, accomplishments and aspirations n the relevant field.

or information about financial support for students see ages 187 - 192.

nterdepartmental Research Area

he Nature and Development of Literacy

rrangements are in place for students to focus on this esearch area which crosses departmental boundaries. See age 176 for further information.

Child Study and Education Program

Master of Arts

The Master of Arts in Child Study and Education Program is offered at the Institute of Child Study, a centre of professional teacher training and research in childhood and education, which includes a Nursery through Grade 6 Laboratory School.

The philosophy of this Program is based on the belief that successful teaching requires an understanding of how children's capacities, concerns, and behaviour change with age; how individual differences reflect developmental changes; and how social and physical environments influence children's development.

The Program introduces students to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Students also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods and learning environments result in educational practices that build on children's current levels of development.

The Program requires two years of full-time study leading to a Master of Arts degree. Eligible graduates are recommended to the Ontario College of Teachers for an **Ontario Teachers Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions of Ontario Schools. Graduates are also recommended for Part 1 of the three-part qualification in Primary Education and are eligible for Part 2 of the three-part qualification in Primary Education following one year's successful teaching experience.

Admission Requirements

Admission to the two-year M.A. requires undergraduate studies equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better**. Applicants are also expected to have experience working with groups of children, preferably in responsible positions. Normally an interview is required prior to admission.

Applicants should include the following information in addition to the standard application requirements:

1) at least one professional reference from a place where the applicant has worked with children

2) a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis

3) a Statement of Intent including information about prior work with children and research interests regarding children that have led to an interest in this Program

Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1) a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

2) a photocopy of a certificate of change of name where applicable

3) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers)

NOTE: Satisfactory evidence of freedom from active tuberculosis will also be required at the beginning of the second academic year.

NOTE: A police record check is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Degree Requirements

The two-year M.A. requires the successful completion of the equivalent of 16 half-courses, including practica. During their first year, students will complete four six-week half-day placements in: kindergarten/early childhood, Grade 1-3, and Grade 4-6. A fifth placement is optional for those who would like more experience. In their second year of study, students will complete a 3.5-month full-time internship in an elementary classroom.

First Year Courses

In addition to two elective half-courses, the following required courses are to be taken:

HDP2200	Child Study: Observation, Evaluation and Reporting
HDP2201	Childhood Education Seminar and Practicum
HDP2210	Introduction to Curriculum

NOTE: Students without undergraduate courses in child development must take HDP1201 (Child and Adolescent Development) as one of their electives.

Second Year Courses

In addition to one elective half-course, the following required courses are to be taken:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Mathematics
HDP2230	Designing Educational Programs

Internship Term

In addition to one elective half-course, the following required courses are to be taken:

HDP2202	Childhood Education Seminar II: Advanced Teaching
HDP2221	Advanced Teaching Practicum (full course)

In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

Students who may wish to teach in the Roman Catholic Separate Schools of Ontario are required to take a religious education certificate course, offered by the Catholic Office of Religious Education, in addition to their regular electives. Students interested in this option should inform the Program secretary when they register.

Two further options may be elected:

Special Education, Part I

Students wishing to qualify for Part 1 of the three-part qualification in Special Education complete at least one six-week placement in a special education setting and take course HDP2280H (Introduction to Special Education and Adaptive Instruction), HDP1285H (Psychology and Education of Students with Learning Disabilities) or another special education course approved by their advisor.

Qualifying Research Paper

Students planning further graduate study in the foreseeable future are advised to undertake a Qualifying Research Paper (QRP) normally under the supervision of a qualified faculty member at ICS. Students who plan to do the QRP must take HDP1209 (Research Methods and Thesis Preparation in Human Development and Applied Psychology) either during their first year of study or during the summer session following their first year. In their second year, students should register for an independent reading and research course with their QRP supervisor. As it is difficult to complete both the Special Education Part 1 and QRP requirements during regular sessions, courses may be taken in the Summer Session between the first and second years.

NOTE: Successful completion of a QRP does not guarantee acceptance to a doctoral degree program within HDAP. Students must submit an application for the doctoral degree program.

One-Year Degree Program

This degree program is offered only to students who already hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto and an Ontario Teacher's Certificate of Qualification. The one-year M.A. is intended to develop an academic-inquiry oriented approach to children and learning and to prepare students for further graduate study.

Degree Requirements

The one-year M.A. program requires successful completion of two required core courses plus six electives. At least four half-courses must be within HDAP. The program may be undertaken either on a part-time or full-time basis. The required courses are:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Mathematics and Science

Students interested in further graduate study are advised to include courses in research design, measurement, and statistics, and to undertake a Qualifying Research Paper (QRP) that includes empirical field work.

Developmental Psychology and Education Program

This Program will provide an opportunity for students to construct an overall perspective on developmental psychology and human development and their implications for practice with children in different applied settings. Students are required to take core courses in human development and research design. Core courses emphasize typical and atypical development in the cognitive and emotional domains, and the impact of culture, family and social relationships on development. Elective courses cover a range of topics including early childhood development and education, applied cognitive science, adaptive instruction and special education, social and personality development, critical thinking, language, literacy and mathematics development, school readiness, instruction and learning, strategies for modifying developmental outcomes and accommodating individual differences, and other applications to contexts such as schools, daycares, and families. Students should consult with their academic advisor before making elective choices.

Master of Arts

The M.A. degree program is designed primarily for students who wish to pursue a career in research, university or community college teaching, and related activities. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of their supervisor.

Admission Requirements

Admission to the M.A. requires a preparation equivalent to a University of Toronto four-year bachelor's degree. Although most applicants will have a degree in Psychology, applicants with a four-year bachelor's degree in Cognitive Science, Computer Science, Linguistics, or a helping profession such as Speech and Language Pathology, Nursing, Social Work, Physiotherapy, Occupational Therapy or other area relevant to their specific program of study, are also eligible to apply for admission. The usual admission standard is standing equivalent to a University of Toronto **A- or better**. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Degree Requirements

The one-year M.A. is comprised of six half-courses and a thesis and is normally undertaken on a full-time basis. Under exceptional circumstances students may be permitted to undertake their program of study on a part-time basis; a detailed case for such permission must be submitted with the admission application.

Required courses:

HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology
JDS1233	Cognitive Development and Applications
JDS1249	Social-emotional Development and Applications

Students must take three additional courses from the MA required courses listed in the Departmental Guidelines menu. Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent in addition to their six half-courses.

Master of Education

The M.Ed. degree program is designed primarily for students with teaching qualifications and experience who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs, special needs offices in postsecondary institutions, and in other settings with children or adults with disabilities. The program is intended to help students reflect on their practice and to further the development of their professional skills by integrating theory and practice.

Admission Requirements

Admission to the M.Ed. degree program requires a preparation equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better.** Applicants normally possess a teaching certificate and have one year of relevant professional experience.

Degree Requirements

The M.Ed. program of study is comprised of ten half-courses and a comprehensive examination and may be undertaken on a full- or part-time basis. Required courses (to be taken in the first year) are:

HDP1200	Foundations of Human Development and Education
HDP2293	Interpretation of Educational Research.

Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent, as one of their ten half-courses.

Doctor of Philosophy

The Ph.D. degree program emphasizes knowledge in several disciplines related to theory and research in the area of developmental psychology and education. It is designed for students who wish to pursue a career in university or community college teaching, and careers that require advanced skills in research and evaluation. As an apprenticeship approach is taken, students are expected to become closely involved in the research of their supervisor.

Admission Requirements

Admission to the Ph.D. degree program requires preparation equivalent to a relevant University of Toronto four-year bachelor's degree and a master's degree in Developmental Psychology and Education, Cognitive Psychology, Applied Developmental Psychology or Child Study with standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with master's degrees in other areas such as Adult Education, Anthropology, Cognitive Science, Computer Science, Curriculum, Philosophy, or a helping profession such as Speech and Language Pathology, Nursing, Social Work, Physiotherapy, or Occupational Therapy may be eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements equivalent to the Master of Arts in Developmental Psychology and Education. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the degree program. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Degree Requirements

The Ph.D. program of study is comprised of six half-courses, a comprehensive requirement and a thesis, and is normally undertaken on a full-time basis. Required courses (to be taken in the first year) are:

HDP3200	Research Proseminar on Human Development and Applied Psychology

plus

an intermediate level or higher statistics course. Please see the HDAP Program Guidelines for a list of approved courses.

Students must take two additional courses from the Developmental Psychology and Education menu (see HDAP Program Guidelines) plus two electives. Menu choices as well as electives should be chosen in consultation with the faculty advisor.

Students who have an insufficient background in developmental psychology will be required to take HDP1201 (Child and Adolescent Development) or an equivalent course in addition to their six half-courses.

Doctor of Education

The Ed.D. degree program is designed primarily for educators who have demonstrated their practical capabilities in a variety of educational settings and who intend to continue their professional careers as field-oriented leaders.

Admission Requirements

Admission to the Ed.D. degree program requires a University of Toronto master's degree in Developmental Psychology and Education, Educational Psychology, Special Education or the equivalent. The usual admission standard is standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with a master's degree in other fields of specialization in Adult Education, Applied Psychology, or Curriculum are also eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the degree program.

Degree Requirements

The Ed.D. is comprised of eight half-courses, an internship and a thesis. While students may begin the program of study on a part-time basis, a minimum of one year of full-time study is required. Often students build a leave of absence or sabbatical from outside employment into their Ed.D. program of study. It is highly recommended that students use such time to complete the thesis requirement, not coursework. Required courses are:

HDP3200	Research Proseminar on Human Development and Applied Psychology

plus

a statistics course. Please see the HDAP Program Guidelines for a list of approved courses.

It is recommended that students take HDP3200 near the beginning of their program of study and the statistics course when they are developing a thesis proposal. Students who have an insufficient background in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent as one of their eight half-courses. The remaining courses are electives and are selected in consultation with the student's advisor.

Developmental Science Collaborative Program

The M.A./Ph.D. in the Collaborative Program in Developmental Science prepares students for academic and research careers in Developmental Science. This Program links developmental psychology, cognitive science, biological approaches, educational psychology, and intervention science, as applied to children and their families, to form a coherent program of studies dedicated to research on child development and its applications. This integration addresses a major shift within the field toward a cross-disciplinary approach to child development, centered in psychology but encompassing related disciplines. The program includes faculty from the Department of Human Development and Applied Psychology and the Department of Psychology.

NOTE: This program is an additional option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program.

Master of Arts

Admissions Requirements

Candidates must be admitted by one of the participating departments and then apply to be admitted to the Collaborative Program. Admission to the M.A. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology. The usual admission standard is standing equivalent to a University of Toronto **A– or better**. Students will apply to work with Collaborative Program members as their advisors, with the goal of thesis supervision or other research supervision. Students will register in the home department and select a course of study that satisfies the requirements of their departmental program as well as the requirements of the Collaborative Program. The student's advisor, as a member of the Collaborative Program, will provide counseling and supervision appropriate to both sets of requirements.

Degree Requirements

In addition to courses required by the home department, students enrolled in the Collaborative Program must take the following courses. Note that these courses may also serve as requirements or electives in one or both home departments.

Required Courses

JDS1233	Cognitive Development and Applications
JDS1249	Social-emotional Development and Applications

Doctor of Philosophy

Admissions Requirements

Candidates must be admitted by one of the participating departments and then apply to be admitted to the Collaborative Program. Admission to the Ph.D. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology and a master's degree in either Psychology or Developmental Psychology and Education with standing equivalent to a University of Toronto **A– or better** (in the masters degree). Students will apply to work with Collaborative Program members as their advisors, with the goal of thesis supervision or other research supervision. Students will register in the home department and select a course of study that satisfies the requirements of their departmental program as well as the requirements of the Collaborative Program. The student's advisor, as a member of the Collaborative Program, will provide counseling and supervision appropriate to both sets of requirements.

Required Courses

JDS3000	Advanced Methods in Developmental Science

NOTE: All students will also be required to attend a Developmental Science colloquium series.

NOTE: Upon fulfillment of the program requirements, transcripts will denote completion of the Collaborative Program in Developmental Science in addition to the degree from their OISE/UT department.

School and Clinical Child Psychology Program (SCCP)

The School and Clinical Child Psychology (SCCP) Program is accredited by the American Psychological Association. The Program provides theoretical, research and professional training in preparation for psychological work with children in schools, clinics, private practice, and research settings. The Program is designed to provide training in assessment, therapy and other psychosocial and instructional interventions, professional consultation and prevention. Opportunities are available for research and clinical work with infants, young children, adolescents, and families.

The SCCP Program at OISE/UT is guided by an understanding of the child based on four core factors.

First, as children move from infancy to adulthood they undergo fundamental developmental changes that systematically influence the ways that they perceive and respond to their world, and the ways that their families, teachers, peers and others with whom they relate, respond to them.

Second, the experiences of children throughout their schooling, including the ways that they are prepared for it and their reactions to it, profoundly affect their individual development.

Third, the social experiences of children both within and outside of the family and the feelings that result from those experiences also have a major impact on their individual development.

Fourth, children have diverse learning, social and emotional needs and differ considerably from each other in the ways that they approach their world. The faculty members associated with the SCCP Program believe that an understanding of and intervention with children involves consideration of these four factors.

The curriculum of the SCCP Program is designed to establish a strong foundation (or "trunk") of core knowledge and skills early in the program, with students free to specialize (or "branch out") later on. The program reflects a mix of courses and training opportunities. Some classes are specifically designed for students in SCCP; other classes are shared with students who are majoring in other aspects of developmental psychology and education.

The intent of the SCCP Program is to train scientist-practitioners, for whom practice informs research and research informs practice. From the outset, students are linked with a faculty mentor. Students are expected to become closely involved in the research of one or more faculty members of the department.

Consistent with our beliefs about the child, a systemic approach is the basis for the training we provide in assessment and intervention. We believe that the knowledge and skills necessary for the practice of school psychology and clinical child psychology overlap considerably, and that experience in school and clinical settings complement and enhance each other.

Therefore, over the course of the program of study, students are required to undertake practica in both school and clinical child settings. We recommend that the master's practicum be done in the school system and the doctoral practicum in a clinical child setting.

Master of Arts

The M.A. degree program in SCCP is designed to meet the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate. The focus of the program is applied. In the first year, students learn to do a psychoeducational assessment in the counselling and psychoeducational clinic and shadow a school psychologist for 25 hours. In the second year, students have a practicum experience of approximately 250 hours.

Admissions Requirements

Admission to the M.A. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology, or its equivalent, defined as six full courses in psychology, including one half-course in research methods and at least three full psychology courses at the third and fourth year level. The usual admission standard is standing equivalent to a University of Toronto **A- or better**. Applicants should provide documented evidence of relevant professional experience. Applicants are required to submit two academic and one professional letters of recommendation.

Degree Requirements

The M.A. program of study is comprised of 11 half-courses and a thesis, and is normally undertaken on a full-time basis over a two-year period.

Required courses to be taken in the first year, are:

HDP1215	Psychological Assessment of School-Aged Children
HDP1216	Psychoeducational Assessment
HDP1219	Ethical Issues in Applied Psychology
HDP1220	Introduction to School and Clinical Child Psychology
HDP1285	Psychology and Education of Children with Learning Disabilities

In consultation with their advisors, students are required to take a course in cognitive/affective bases of behaviour and research methods. Courses that fulfill these requirements are listed in the Program Guidelines.

Required courses to be taken in the second year, are:

HDP1218	Seminar and Practicum in Assessment
HDP1222	Approaches to Psychotherapy Across the Lifespan
HDP1236	Developmental Psychopathology

In addition, students are required to take one elective course in their second year, selected in consultation with their faculty advisor. For students who have not taken a previous child development course in their undergraduate degree program, HDP1201 (Child and Adolescent Development) must be taken in addition to the other requirements. For students who have not taken a third or fourth year statistics course or its equivalent as part of their undergraduate degree program, CTL2004 (Elements of Statistics) must be taken in addition to the other requirements. Students should refer to the ***Practicum and Internship Policy and Placement Handbook*** for a description of the evaluation processes and criteria for practicum and/or internship placements.

Doctor of Philosophy

Like the M.A. above, the Ph.D. degree program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of the Ph.D. would assume positions of greater professional and administrative responsibility than would graduates of the M.A. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. The Ph.D. is intended to meet the academic requirements for registration as a Psychologist.

Admission Requirements

Admission to the Ph.D. requires a University of Toronto four-year bachelor's degree in Psychology or its equivalent, and an OISE/UT M.A. in School and Clinical Child Psychology or its equivalent. The usual admission standard is standing equivalent to a University of Toronto **A- or better** (in the master's degree). A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be considered. However, if the M.A. was not equivalent to the OISE/UT M.A. in School and Clinical Child Psychology, the student will be required to take additional courses to receive equivalent training.

NOTE: Continuation from the M.A. to the Ph.D. is not automatic; graduates from the M.A. are considered in a pool with all other applicants to the SCCP Ph.D. program.

Applicants are required to submit two academic and one professional letters of recommendation.

Degree Requirements

The Ph.D. program of study is comprised of ten half-courses (including a practicum course), a comprehensive examination, a doctoral dissertation and an internship, and is normally undertaken on a full-time basis. Students are expected to:

- complete the comprehensive examination by the end of their required period of full-time study
- receive approval for their thesis proposal from their thesis committee prior to beginning their internship
- consult the Clinical Director of the School and Clinical Child Psychology Program to arrange their practicum placement and internships.

Students should refer to the ***Practicum and Internship Policy and Placement Handbook*** for a description of the evaluation processes and criteria for practicum and/or internship placements.

To complete the Ph.D. program of study, students must undertake one of their practicum placements in a school setting and one in a clinical setting.

Required courses:

HDP3200	Research Proseminar on Human Development and Applied Psychology
HDP3241	Seminar and Practicum in Assessment and Intervention with Children

Normally, HDP3200 is taken in the first year of the Ph.D. and HDP3241 in the second year of the Ph.D.

plus one course from each of the following menus (see the Program Guidelines for course lists).

- Psychosocial Intervention
- Instructional Intervention
- Advanced Assessment
- Social Bases of Behaviour
- Biological Bases of Behaviour
- Statistics

Not all courses listed in the menus are offered on an annual basis. Students who have not had an advanced undergraduate or graduate course on history and systems of psychology should take HDP3204 (Contemporary History of Systems in Human Development and Applied Psychology) or an equivalent offered in the psychology department at the University of Toronto. Students will take HDP1201 (Childhood and Adolescent Development) if they have not taken a child development course at the undergraduate level. Please consult your faculty advisor for more information.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following:

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's degree program or from any graduate program in psychology does not in itself qualify a person to practice as a psychologist or a psychological associate. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The College examines candidates for registration as Psychologists and Psychological Associates in Ontario. The M.A. in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychological Associate. The Ph.D. in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychologist. At the discretion of the College, courses other than those required by the program may be required for certification.

Further information is available from:

The Registrar
College of Psychologists of Ontario
110 Eglinton Avenue West, Suite 500
Toronto, Ontario M4R 1A3
Telephone: 416-961-8817
Telephone: 1-800-459-8388
Fax: 416-961-2635
E-mail: cpo@cpo.on.ca

Courses

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Please consult the Course Schedule for currently scheduled courses.

A course is identified with this department when the prefix is HDP. Numbers 12 and 22 denote a master's level course, while numbers 32 and 52 denote a doctoral level course. In previous years, number 42 was also used to denote a master's level course.

HDP1200H Foundations of Human Development and Education

All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.
J. Astington, A. Biemiller and staff

HDP1201H Child and Adolescent Development

This course addresses issues and developmental changes in children and the factors involved in child development. Infancy, the preschool period, early school years, intermediate years and adolescence are covered. Clinical and/or educational issues may be covered in some sections of this course.
Staff

HDP1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology

This course reviews foundational skills necessary for the successful completion of the MA thesis. The primary goals will be to develop: the ability to draw valid conclusions from quantitative evidence; the ability to critique published research articles; the ability to conduct a well designed piece of research; the ability to write up that research in a format appropriate for a journal article or thesis. The course deals with research methods, the conceptual foundations of statistics, and the preparation of a thesis/research report. The aim is to try to integrate these three things (research methods, the interpretation of statistics, and thesis/journal article preparation).
K.E. Stanovich, M. Lewis and M.L. Arnold

HDP1211H Psychological Foundations of Early Development and Education

This course examines research on the psychological foundations of early childhood and relates those foundations to practice in the preschool and primary years. Early education is considered in relation to program factors such as teachers' beliefs, practices and learning environments, and considers alternative ways of conceptualizing early education, including family readiness for school. Young children's physical, cognitive, communicative, social and emotional development are explored as contributors to and as consequences of early learning experiences.
J. Pelletier

HDP1215H Psychological Assessment of School-Aged Children

The purpose of this course is to gain an understanding of basic principles to psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the assessment process, basic statistical concepts related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests (e.g. WISC-III, WPPSI-III, WAIS-III, WIAT-II, K-TEA, WRAT-3) which is evaluated through review of completed test protocols and videotaped test administrations.
Prerequisite: This course is limited to students in the School and Clinical Child Psychology program and is a corequisite with course HDP1216.
M. Peterson-Badali, K. Scott and J. Wiener

HDP1216H Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests, academic tests, tests of special abilities and behaviour rating scales within the context of a practicum assignment in the Counselling and Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.
Prerequisite: This course is limited to students in the School and Clinical Child Psychology program who have completed course HDP1215.
M. Peterson-Badali, N. Link, K. Scott and J. Wiener

HDP1217H Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children

This course provides a basic overview of current behavioural and cognitive-behavioural approaches to the management and remediation of maladaptive behaviour, such as aggression, disruption, and noncompliance, in clinical, educational and residential settings. A conceptual model of behaviour and cognitive-behaviour therapy and learning principles relevant to this model will be considered. The model focuses on proactive, nonintrusive, and success-based approaches to remediation of problem behaviour. Topics will include assessment of maintaining variables, teaching of adaptive skill clusters, building tolerance to difficult environmental circumstances, moderating severe behaviour to enable skill-teaching, and evaluating clinical progress.
J. Ducharme

HDP1218H Seminar and Practicum in Assessment (Pass/Fail)

This course supports and monitors the development of the M.A. student's clinical skills, (assessment and intervention) in the field placement. Placements are typically in school settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to differential diagnosis and clinical practice.

NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the second M.A. year. Students are expected to consult with Dr. Link to arrange a practicum placement.

Prerequisite: HDP1215, HDP1216, HDP1219, HDP1220 or equivalent; and permission of instructor.

N. Link and staff

HDP1219H Ethical Issues in Applied Psychology

This course provides students with an overview of legal, ethical, and professional issues as they relate to the practice of psychology. The current regulatory model of psychology in Ontario and its implications for practice are reviewed. The Canadian Code of Ethics, College of Psychologists' Standards of Professional Conduct, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as they relate to issues of confidentiality, record keeping, consent, competence, professional boundaries, and diversity issues in assessment, psychotherapy, and research. Throughout the course, a model of ethical decision-making designed to assist practitioners with ethical dilemmas is reviewed and practiced with a variety of case examples in the context of small- and large-group discussion.

M. Peterson-Badali and staff

HDP1220H Introduction to School and Clinical Child Psychology

This course is intended to provide students in School and Clinical Child Psychology with a grounding in the conceptual foundations of the program. The implications of the scientist practitioner model for practice as a school or clinical child psychologist is the cornerstone of the course. Specific issues to be addressed include developmental and systemic approaches to psychological practice, systems and group behavior within, and related to the school organization, multidisciplinary teams, approaches to consultation, principles of prevention and intervention, and program evaluation. Students will apply the principles discussed in the course in a practicum placement arranged by the course instructor.

NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the first year of the School and Clinical Child M.A. program.

J. Wiener

HDP1222H Approaches to Psychotherapy Across the Lifespan

This course introduces the major theories of psychotherapy with children and adults including: cognitive-behavioral, psychodynamic, and humanistic approaches. Issues related to gender and to individual and cultural diversity are also considered. A practical component assists students in developing basic psychotherapy skills.

NOTE: Targeted to School and Clinical Child Psychology students; others by permission of instructor.

K. Scott and J. Jenkins

HDP1223H Depression in the Schools: Assessment, Prevention and Intervention

Multidimensional assessment and intervention models for working with depressed children and youth in the schools. Self-report as well as teacher observation and rating techniques for identifying at-risk children and youth; teacher-mediated and parent-mediated intervention approaches; group work for social-skill and self-esteem development. This course will include a practicum.

S. Miezitis

HDP1234H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.

Staff

HDP1236H Developmental Psychopathology

The aim of this course is to provide you with a basic understanding of child and adult psychopathology. In order to do this we will look at normative patterns in personality, behavior and emotions. We will treat the work in the epidemiology of childhood and adult disorders as central to our understanding of these disorders, and discuss the methodological issues involved in this type of approach that make it so useful to understanding etiology, course, treatment and prognosis. The diversity of functioning in the emotional and behavioral realm will be reviewed in order to understand issues of abnormal or pathological development. The way in which the social and cultural context interacts with genetic and constitutional aspects of the individual will also be considered. This will give us the basis for examining some of the most common disorders and understanding the dynamics of these disorders during childhood and into adulthood.

J. Jenkins and staff

HDP1237H Cognitive Development, Learning and Instruction

This course will cover theories and models of cognitive development that are relevant to instruction and educational practice. Research in cognitive science that has contributed to our understanding of learning will be reviewed and discussed, and student projects will help consolidate and extend these ideas.

J. Peskin and M. Ferrari

HDP1238H Special Topics in Human Development and Applied Psychology: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of human development and applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

Staff

HDP1238H Special Topics in Human Development and Applied Psychology: Vocabulary Development, Acquisition and Instruction

In this course we will examine research on how many words are learned in what order, and research on how vocabulary can be promoted in homes and classrooms. The relative importance of inference and explanation will be considered. Students will design vocabulary interventions.

A. Biemiller

HDP1241H Outcomes of Early Education and Child Care

Does early childhood education make a difference? Are 'day care kids' different from those cared for at home? If there are differences, what are they? For whom are those differences, if any, meaningful? Are those differences, if any, lasting? How do we know? And, who cares? This course will explore these issues; we will examine a variety of early childhood programs, historical and contemporary, and the research and evaluation studies related to them. Students will select and critique a published evaluation study on aspects of early education/care, and design their own evaluative study of an element of an early education/care program of personal interest. ('Early childhood' = up to 9 or 10 years of age.)

A. Biemiller, J. Hardacre and staff

HDP1256H Child Abuse: Intervention and Prevention

An examination of the nature and consequences of child maltreatment. Theory and research in physical, sexual, and emotional abuse will be reviewed. Coverage includes recent therapeutic interventions and promising prevention initiatives. The objective of this course is to provide a knowledge base for more effective practice and inquiry.

K. Scott, R. Volpe and staff

HDP1259H Child and Family Relationships - Implications for Education

This course has a dual focus: consideration of theory/research related to child-parent relationships and family influences on child development, and application of this literature in examining current child care/education policy and program initiatives.

C. Corter and staff

HDP1260H Children, Psychology and the Law

A critical analysis of the Canadian legal system's interface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's rights, and risks and opportunities for children in the context of today's legal system. Domains include education, health, family law (custody and access; protection), and criminal law. Specific topics include Ontario's child protection system, the Young Offenders Act, Special Education, issues in custody and access assessment, children's and youths' understanding of the legal system, etc.
NOTE: This is not intended as a law course, but to acquaint psychology and education practitioners with relevant legal issues.

M. Peterson-Badali and staff

HDP1265H Advanced Topics in Social and Personality Development

This course deals with current issues and research in particular areas of social and personality development. The focus of the course will vary from year to year and will include identity and personality formation, emotional influences on development, and moral development. As well as examining current research, we will consider the implications of this research for the contexts in which children are socialized and the developmental outcomes that result from different kinds of experience.
Prerequisite: HDP1249

M.L. Arnold, R. Volpe and M. Lewis

HDP1272H Play and Education

A series of seminars dealing with the definition of the term 'play' and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
NOTE: This course is intended primarily for Child Study and Education students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.

J. Hardacre

HDP1273H Psychology of Disability and Empowerment

The purpose of this course is twofold: 1) to develop theoretical and practical knowledge about the social context of disability, and 2) to promote the full and equal participation of persons with disabilities in society through empowerment. Barriers to an inclusive society will be explored and the roles that professionals may play in the disempowerment of persons with disabilities will be examined. The course assumes a cross-disability focus and is guided by the philosophies of independent living and community living, emphasizing human rights, self-determination, interdependence, equality, and full and valued participation in the community.

Staff

HDP1279H Preventative Interventions for Children at Risk

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.

R. Volpe and staff

HDP1284H Psychology and Education of Children and Adolescents with Behaviour Disorders

Psychological and educational characteristics of children and adolescents with behaviour disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current

assessment and intervention procedures will be analyzed.
NOTE: This course is intended primarily for Child Study and Education students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.
J. Wiener and staff

HDP1285H Psychology and Education of Children and Adolescents with Learning Disabilities

Psychological and educational characteristics of children and adolescents with learning disabilities and ADHD with an emphasis on the constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
NOTE: This course is intended primarily for Child Study and Education students, School and Clinical Child Psychology students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.
T.W. Humphries and J. Wiener

HDP1299H Language Acquisition and Development

This course provides a comprehensive overview of language acquisition and development from before birth to adolescence. Topics covered include speech perception, word learning, syntax development, discourse, communicative competence, atypical language development, and theoretical explanations in developmental psycholinguistics.
J. Astington

HDP2200Y Child Study: Observation, Evaluation and Reporting

A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the practitioner as critical inquirer will be emphasized.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
R. Volpe and staff

HDP2201Y Childhood Education Seminar and Practicum

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements. Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Hardacre and staff

HDP2202H Childhood Education Seminar II: Advanced Teaching

This seminar will provide for discussion of topics and issues that emerge during the students' internship (HDP2221Y Advanced Teaching Practicum) and that relate to employment preparation.
J. Hardacre and staff

HDP2210Y Introduction to Curriculum

This full-year course provides an introduction to the basic curriculum areas with an extended focus on the Early Years (JK/SK) and on Grades 1-6 Language & Literacy, Mathematics & Science. The Arts (Music, Drama, Dance), Physical Education, Social Studies and Technology are taught as special sessions and are also integrated with other curriculum areas. The learning expectations of the Ontario Curriculum form the basis for the study of the techniques and the role of the teacher in designing and implementing curricula across the early childhood, primary and junior levels.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
Staff

HDP2211H Theory and Curriculum I: Language and Literacy

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of communications (speaking, listening, reading, writing). The practical problems of curriculum design are informed by theoretical considerations of children's linguistic development from infancy onwards, and of the differences between oral and written language.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
D. Willows and staff

HDP2212H Theory and Curriculum II: Mathematics

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Moss

HDP2221Y Advanced Teaching Practicum (Pass/Fail)

Second year Child Study and Education students carry out a single practicum placement called an internship during either the fall or winter term for a total of 320 practicum hours. Supervised by a mentor teacher on site and a staff member

from the Institute of Child Study in an assigned setting from preschool through grade six, students have an opportunity to consolidate developing skills and attitudes as they apply their teaching skills.
NOTE: This course is open only to students in the MA in Child Study and Education program.
J. Hardacre and staff

HDP2230H Designing Educational Programs

An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
A. Biemiller and staff

HDP2252H Individual Reading and Research in Human Development and Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP2275H Technology for Adaptive Instruction and Special Education

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in main-streamed classrooms. The course is suitable for students in the departments of Curriculum, Teaching and Learning and Human Development and Applied Psychology who are using or are considering using computers in the classroom.
Staff

HDP2280H Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, integration and inclusion, and instructional and classroom adaptations.
NOTE: This course is intended primarily for Child Study and Education students, School and Clinical Child students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register. This course is not appropriate for students who already have a background in special education.
J. Morgan

HDP2283H Psychology and Education of Gifted Children and Adolescents

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating

HDP2287H Classroom-Based Counselling Approaches

This course will examine counselling approaches that are appropriate for teachers and counsellors to use in the school setting. An overview of classroom-based counselling approaches for the prevention and treatment of behavioural, social, and emotional problems will be presented. Interventions designed for individual students, small groups, classes, schools, and parents will be discussed, and evaluative research on these approaches will be analyzed.
J. Wiener and staff

HDP2288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.
Staff

HDP2291H Special Topics in Adaptive Instruction and Special Education: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff

HDP2292H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
Prerequisite: HDP2280 or equivalent.
E. Geva and J. Morgan

HDP2293H Interpretation of Educational Research

Introductory course in the critical evaluation of research reports. Emphasis on understanding and interpretation of the outcome of basic statistical and research methods. Hands-on experience in research design and report writing.
J. Morgan and staff

HDP2295H Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP2296H Reading and Writing Difficulties

The purpose of the course is to meet special educators' and experienced classroom teachers' needs in assessing and teaching children with reading and writing problems. Half of the course will be devoted to learning dynamic assessment techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific programming needs. Emphasis will be placed upon implementation of the remedial materials with students who have serious reading and writing difficulties.

NOTE: Priority will be given to students with an interest in adaptive instruction and special education. Permission of the instructor is required.

D. Willows

HDP3200H Research Proseminar on Human Development and Applied Psychology

This course, intended for all beginning doctoral students in HDAP, is held on alternate weeks in the fall and spring terms. Students attend the departmental colloquia, which enable them to hear researchers from both outside and within the department talking about their research and offering models of research practice in human development and applied psychology. Before each colloquium, students work individually and collaboratively to study published papers by each colloquium speaker. Assessment is based principally on students making critiques of the published papers they study, and on making connections from such papers to their own research topics.

C. Moore

HDP3201H Qualitative Research Methods in Human Development and Applied Psychology

This course provides an overview of qualitative research methodology and techniques. Coverage includes major philosophy of science, historical, and contemporary (critical, post modern, hermeneutic, constructivist and feminist) perspectives. Ethnographic, life history, individual and multiple case study, and focus group methods will be reviewed in relation to a narrative framework. Observational, interview, personal record, and archival data management will be discussed. Students will have an opportunity to design, implement, analyze, and report a micro qualitative study. Special emphasis will be placed on the use of computers and visual imaging techniques.

R. Volpe

HDP3202H Advanced Practicum in School Psychology

Study of core areas of school psychology. Second-year doctoral students, under faculty supervision, will supervise M.A. students in HDP1216H, HDP1220H, and HDP1221H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation.

NOTE: Open only to doctoral students in School and Clinical Child Psychology.

Prerequisites: HDP1216H and HDP1220H.

S. Miezitis

HDP3203H Children's Theory of Mind

This course examines children's developing understanding of themselves and other people as psychological beings, that is, as people who have beliefs, desires, intentions, and emotions. It explores the implications of this development for children's social understanding in the preschool years and beyond, and for their understanding of thinking and learning in school. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and evaluates different theoretical explanations of children's understanding of the mind.

Prerequisite: Permission of instructor.

J.W. Astington and staff

HDP3204H Contemporary History and Systems in Human Development and Applied Psychology

An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counselling, developmental, and educational psychology. The goals of the course are: a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understanding research and practice issues.

R. Volpe

HDP3208H Research Seminar in Adolescent Development

This course focuses on the distinguishing characteristics of development during the adolescent years, as depicted in evolving psychological theory and current research. Broad themes will include adolescent thinking, self concept and identity formation, social and personal relationships, moral development and values acquisition, health and sexuality, and the role of gender and culture in shaping adolescent experience; specific topics will depend, in part, on the expressed interests of students. The course is intended primarily for students developing their own research agendas, but it is also relevant to those working with adolescents in educational and clinical settings.

M.L. Arnold

HDP3209H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics with an emphasis on their relations to literate competence. Topics considered are language development, literacy development, writing systems and the role of linguistic processes in thinking and instruction.

Prerequisite: Permission of instructor.

Staff

HDP3221H Cross-cultural Perspectives on Children's Problems

This course is designed to help students develop an appreciation that diversity issues may influence the way individuals act, the way their problems are expressed and conceived in their milieu and by outsiders, and the way assessment and interventions are treated. Through this course students will develop a solid understanding of the social bases

of behavior. The course will examine from a cross-cultural perspective selected topics in psychology and human development pertaining to normative and pathological patterns of behavior in children and youth.
NOTE: Permission of the instructor is required.
E. Geva

HDP3224H Advanced Proactive Behavioral and Cognitive-Behavioral Interventions

This course will provide an advanced examination of proactive behavioral and cognitive-behavioral approaches used with children for the remediation of skill deficits associated with defiance, aggression, impulsivity, depression, and anxiety. Students will be required to develop treatment approaches to case presentations and/or develop clinical workshops for use with parents, teachers or other intervention agents.
J. Ducharme

HDP3225H Family Contexts and Developmental Psychopathology

In this course we consider emotional, cognitive and behavioural development in children in the context of high risk environments. We examine recent theory and research on developmental trajectories or pathways. We consider within-family variations in development. High-risk environments include problematic family contexts, negative peer and community influences.
J. Jenkins and staff

HDP3226H Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology

This course focuses on current research and methods in human development and applied psychology. The course emphasizes the integration of research methods, statistics, and research content. The focus is on the thesis preparation process. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.
Prerequisite: One graduate course in quantitative analysis, and permission of the instructor.
M. Ferrari and K. Stanovich

HDP3229H Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, cognition-emotion interaction and the development of this interaction over the lifespan will be discussed. Contemporary approaches to modelling development will be introduced. Emotional constraints on cognition and learning will be a key focus. Clinical implications will be discussed in relation to the development of personality and psychopathology.
M. Lewis and staff

HDP3230H Understanding Narrative

In this course, we will explore how narrative is read and understood by people in schools and elsewhere, and how narrative is written, in fiction and other genres such as biography and autobiography. We aim to understand the psychological components of writing narrative literature and the psychological responses that occur during reading. We will also discuss the role of reading and writing narrative in the understanding of the self, and in therapeutic change. During the course we will discuss the following: a play by William Shakespeare, at least one nineteenth-century novelist, a case history of Sigmund Freud, a short novel by modernist writer Virginia Woolf, and a work by a recent or post-modernist writer. We will also discuss empirical work on responses to literature, and on the effects of reading and writing.
K. Oatley and staff

HDP3231H Psychodynamic Bases of Therapy

In this course we seek an understanding of psychodynamic theory as a basis for individual therapy in schools and elsewhere. We will discuss Freud's early work on sexual abuse, and its later repercussions, then move to his full-length case histories in order to understand fundamental ideas of interpretation, transference, and resistance. We will then move to interpersonal and object relations theories in the work of Klein, Winnicott, Guntrip, Fairbairn, and Laing, as well as theorists who have developed psychoanalytic theories of development including Horney, Bowlby, Ericson, and Stern. Throughout the course we will seek links to empirical data of human cognitive and emotional development, and we will end with findings of research on process and outcome in psychotherapy.
Staff

HDP3238H Special Topics in Human Development and Applied Psychology: Doctoral Level

Description as for HDP1238.
Staff

HDP3240H Advanced Social and Emotional Assessment Techniques

This practicum course introduces the student to the work of clinical assessment. Questionnaire and projective tests are used to assist in developing a picture of the emotional experience and the social environment of the child/adolescent. These factors are integrated with measures of cognitive ability and academic skill development to obtain an overview of psychological functioning.
NOTE: This half-credit course is scheduled on alternate weeks for the academic year. Open to School and Clinical Child Psychology students only.
Prerequisites: HDP1216 or equivalent and HDP1218 or equivalent and permission of the instructor.
N. Link and staff

HDP3241H Seminar and Practicum in Assessment and Intervention with Children (Pass/Fail)

This course supports and monitors the development of the Ph.D. students' clinical skills (assessment and intervention) in the field placement. Placements are typically in clinical settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to diagnosis, intervention and clinical practice.
NOTE: Open only to School and Clinical Child Psychology students. Students are expected to consult with Dr. Link to arrange their practicum placement in the year prior to taking this course or as soon as they are accepted into the program.
Prerequisite: HDP1218 or equivalent and permission of the instructor.
N. Link and staff

HDP3242Y Internship in School and Clinical Child Psychology (Pass/Fail)

This is a 1500 hour placement completed in the third or fourth year of doctoral study.
Prerequisites: HDP3241H and permission of instructor.
N. Link

HDP3252H Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

Description as for HDP2252.
Staff

HDP3255H Systemic Family Therapy

The aim of this course is to introduce students to family therapy concepts and interventions for use in the practice of school and clinical child psychology. Structural, strategic, narrative and transgenerational models are considered through discussion of readings, videotape analysis and practical exercises.
J. Jenkins and staff

HDP3282H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.
K. Stanovich and staff

HDP3286H Developmental Neurobiology

In this course we will focus on brain systems involved in cognition and emotion and track their development from birth to adulthood. We will pay particular attention to the ways in which experience modifies corticolimbic systems, leading to the consolidation of individual differences in temperament and personality. We will then explore the implications of these processes for atypical development and developmental psychopathology.
M. Lewis

HDP3287H Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the 'new look' in cognitive science - parallel distributed processing (PDP) - as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in Human Development and Applied Psychology.
Staff

HDP3292H Advanced Psychoeducational Assessment and Psychodiagnosis

The purpose of this course is for students to refine their skills in psychoeducational assessment by assessing children with a variety of complex learning and social and emotional problems. Traditional psychoeducational assessment techniques are combined with a systemic approach to assessment of cognitive, educational and social/emotional functioning of children. Assessment is seen as embedded in a counselling process in which the children, parents and teachers are assisted to understand the nature of the children's difficulties, how they learn best, and their adaptive strategies for coping in the social milieu. Students will undertake two assessments over the course of the academic year using the facilities of the Counselling and Psychoeducational Clinic.
NOTE: This course is intended for students in School and Clinical Child Psychology. Others by permission of the instructor.
Prerequisite: HDP1216 and one of HDP1218, HDP5271, or HDP5284.
J. Wiener and staff

HDP3297H Biological and Psychological Foundations of Low Incidence Disorders

This course will focus on current knowledge of various low incidence disorders (those typically represented in one percent of the population or less), especially conditions that are first diagnosed in infancy or childhood. We will discuss both biological and psychological factors playing a role in the etiology and discuss characteristic profiles for specific disorders. We will also consider potential interventions for prevention and treatment of the various disorders. Disorders to be considered include (but are not limited to) mental retardation, autistic disorder, Rett's disorder, Asperger's disorder, tic disorders, selective mutism, pica, enuresis, stereotypy and feeding disorders. For covering course material, the problem-based learning model will be used.
J. Ducharme

HDP5271Y Assessment and Programming for Reading and Writing Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists.
NOTE: This course is normally limited to students in School and Clinical Child Psychology. Permission of the instructor is required.
D.M. Willows and staff

HDP5281H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will

be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
K. Stanovich

HDP5284H Assessment and Intervention in Multicultural/Bilingual Contexts

The purpose of this course is to explore, from a multidimensional perspective, assessment and intervention issues and techniques arising when learners in second language or multicultural contexts experience learning difficulties. Through readings, classroom discussion, case studies, and client-work, the course is intended to help students become better aware and better prepared for work with individuals in culturally and linguistically diverse settings. Students are expected to integrate and apply such diverse areas as second language acquisition, learning disabilities, cognitive and affective functioning, and to consider alternative assessment and intervention practices.
NOTE: Open to doctoral students in School and Clinical Child Psychology only; others by permission of instructor.
E. Geva

HDP5295H Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP5298H Special Topics in Adaptive Instruction and Special Education: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. For further information, see the course schedules available in early March.
Staff

JDS1233H Cognitive Development and Applications

This course provides a comprehensive overview of cognition from infancy to adolescence, by considering the development of sensorimotor abilities, memory, language, concepts, reasoning and problem solving, metacognition, and social cognition. The course links theory and research in cognitive development to applications with families, schools and communities.
M. Ferrari

JDS1249H Social-Emotional Development and Applications

This course will review theories of social and emotional development, and then follow the child's social-emotional growth from birth through adolescence. Within the context of children's family and peer relationships we will consider the ways in which emotional and social experience becomes patterned, organized, and represented by the child and by others. We will examine the implications of these issues for problematic outcomes in families, daycares, and schools, and for prevention and intervention practices.
M. Perlman and M. Lewis

JDS3000H Advanced Methods in Developmental Science

The aim of this course is to introduce students to advanced methods in Developmental Science. Prior to taking this course all students will already have taken at least one graduate course in research design and statistics in which basic design and analytic methods in psychology will have been covered. This course will further students' methodological training by introducing them to the most current methods being utilized in developmental research. The course will cover approximately eight topics. Each topic will be covered by a faculty member in the Developmental Science program with expertise in the method being taught.
P. Zelazo and M. Lewis

JHC1251H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

JPX1001H Parenting: Multidisciplinary Perspectives

This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting. Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives.
NOTE: Offered jointly by OISE/UT, the Faculty of Social Work and the Department of Psychology
C. Corter (Coordinator)

Sociology and Equity Studies in Education (SESE)
Département de sociologue et d'études de l'équité en éducation

The Department of Sociology and Equity Studies in Education offers a full range of research areas leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. These areas of study offer students preparation in Sociology in Education with an emphasis on equity issues. Particular research areas include:

- Aboriginal and Indigenous Studies in Education
- Critical Pedagogy and Cultural Studies
- Critical Race and Anti-Racism Studies
- Feminist Studies and Gender Relations in Education
- Learning, Work and Change

Faculty participate in several related interdepartmental research areas, collaborative programs and research centres, as well as the Midnorthern Centre in Sudbury, and the OISE/UT initial teacher education program.

The Department is organized as a constitutional democracy with a General Assembly and standing committees which provide for policy and decision-making in departmental programs, selection of incoming students, etc. Our constitution is based on one person/one vote, and everyone in the Department (staff, faculty and registered students) has voting rights and is welcome to participate in the running of the department.

General Information

For application information and forms, visit the Registrar's Office website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:

Lynn Romero, Liaison Officer, Registrar's Office Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2430
E-mail: lromero@oise.utoronto.ca

Academic and Departmental Information

For academic and departmental information, visit the SESE website: **www.oise.utoronto.ca/depts/sese**

If you require further application information, contact:
Kristine Pearson, 416-923-6641 ext. 2292
E-mail: kpearson@oise.utoronto.ca

For Departmental program inquiries, contact:
Paul Olson, 416-923-6641 ext. 2287
E-mail: polson@oise.utoronto.ca

Chairs and Coordinating Faculty

George J. Sefa Dei, Ph.D. (Toronto)
Professor, Chair of the Department and Departmental Graduate Coordinator, cross-appointed to the Department of Anthropology, University of Toronto
(anti-racism and domination studies; sociology of race and ethnicity; international development; indigenous knowledges; political ecology; ethnography; and anti-colonial thought)
gdei@oise.utoronto.ca

Monica Heller, Ph.D. (California at Berkeley)
Professor, Associate Chair of the Department, cross-appointed to the Department of Anthropology, University of Toronto and to the Centre de recherche en éducation franco-ontarienne
(Franco-Ontarian studies; linguistic anthropology of education; language, social inequality and social difference; sociology of language)
mheller@oise.utoronto.ca

C. Paul Olson, M.A. (Princeton)
Associate Professor, Graduate Studies Academic Secretary
(Aboriginal education; anti-racism, global and international education; criminology; social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)
polson@oise.utoronto.ca

Faculty

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed to the Department of Theory and Policy Studies in Education, and Associate Dean of the School of Graduate Studies, University of Toronto
(gender and education; work, cultures, and careers of teachers and academics; teacher education; sociology of education; higher education)
sacker@oise.utoronto.ca

Nathalie Bélanger, Ph.D. (Sorbonne)
Assistant Professor, Head, Centre for Franco-Ontarian Studies (CREFO) and the Centre de recherche en éducation franco-ontarienne
(Franco-Ontarian studies; sociology and history of special education; inclusive education)
nbelanger@oise.utoronto.ca

Kari Dehli, Ph.D. (Toronto)
Associate Professor
(feminist studies of knowledge and education; historical sociology; cultural studies and communication; social and political thought; government, power, politics and subjectivity)
karidehli@oise.utoronto.ca

Margrit Eichler, Ph.D. (Duke)
Professor, cross-appointed to the Department of Sociology and University College, University of Toronto
(family policy; gender-based analysis, integrative inequality analysis; women's studies)
meichler@oise.utoronto.ca

Rose Baaba Folson, Ph.D. (Carol von Ossietzky University of Oldenburg)
Associate Professor
(international relations; education and development; global economic restructuring; international migration and immigration policies (Canada, U.S. and Germany); domination, moralities, sexualities, education and national policy)
rfolson@oise.utoronto.ca

Michael Fullan, Ph.D. (Toronto)
Professor
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)
mfullan@oise.utoronto.ca

Edward B. Harvey, Ph.D. (Princeton)
Professor Emeritus,
(studies of educational systems and the labour market; applied social research and policy analysis; employment equity)
ebharvey@oise.utoronto.ca

Judy Iseke-Barnes, Ph.D. (Alberta)
Associate Professor
(Aboriginal and Indigenous studies in education; indigenous knowledges; Aboriginal peoples and media; culture and technology; anti-racist studies of education; culture and pedagogy; decolonizing education; cultural regeneration; critique of neocolonial agendas)
jisekebarnes@oise.utoronto.ca

Helen Lenskyj, Ph.D. (Toronto)
Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies; Olympic Industry critique)
hlenskyj@oise.utoronto.ca

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, cross-appointed to the Department of Adult Education and Counselling Psychology and the Department of Sociology
(political economy and education; class analysis; learning and work; ideologies and consciousness; alternative futures)
dlivingstone@oise.utoronto.ca

Roxana Ng, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Adult Education and Counselling Psychology
rng@oise.utoronto.ca

Ruth Roach Pierson, Ph.D. (Yale)
Professor Emeritus
(race, class and gender in historical sociology; women and colonialism, imperialism, and nationalism; feminist studies in education)
rrpierson@oise.utoronto.ca

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Adult Education and Counselling Psychology
jquarter@oise.utoronto.ca

Sherene H. Razack, Ph.D. (Toronto)
Professor
(anti-racism studies; critical global and community issues; feminism; human rights; law; critical pedagogy; unions)
srazack@oise.utoronto.ca

Kathleen Rockhill, Ph.D. (California at Berkeley)
Professor (on leave)
(feminist, postmodern, and cultural studies; theories as applied to the study of disability, race and sexuality; qualitative and autobiographically-based inquiry)

Peter Sawchuk, Ph.D. (Toronto)
Assistant Professor
(workplace learning; trade union studies; technology and work; adult learning theory; cognition and communication at work; cultural historical activity theory)
psawchuk@oise.utoronto.ca

Roger I. Simon, Ph.D. (Yale)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(culture and communications; social and political thought; formation of historical consciousness; remembrance and learning; representations of mass violence and social suffering in video, film, literature, art and new media; Holocaust and genocide education; museum studies)
rsimon@oise.utoronto.ca

Dorothy E. Smith, Ph.D. (California at Berkeley)
Professor Emeritus
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)
dsmith@oise.utoronto.ca

D. Alissa Trotz, Ph.D. (Cambridge)
Assistant Professor, cross-appointed to the Institute for Women's Studies and Gender Studies, New College, University of Toronto
(feminism and transnationality; diaspora studies; gender and international development; Caribbean studies)
da.trotz@utoronto.ca

Rinaldo Walcott, Ph.D. (Toronto)
Associate Professor
(critical pedagogy; cultural studies; queer theory; gender studies; transnational studies; diaspora studies; postcolonial studies)
rwalcott@oise.utoronto.ca

Njoki Nathani Wane, Ph.D. (Toronto)
Assistant Professor
(gender, colonialism and development; indigenous knowledge practices; black feminism; anti-racist education)
nwane@oise.utoronto.ca

Associated Instructors

Wallace Seccombe, Ph.D. (Toronto)
(historical sociology; family studies; marxist political economy; gender and generational relations in comparative perspective)
wseccombe@oise.utoronto.ca

Departmental Research Areas

Faculty and student research and interests represent a variety of approaches to sociology and equity studies in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five research areas listed below (as well as in the Interdepartmental Research Areas and Collaborative Programs). Students are not required to stay within a single research area when selecting courses.

Aboriginal and Indigenous Studies in Education

This research area addresses current issues, trends, perspectives, and models of Aboriginal and Indigenous education through historical, cultural, spiritual, social and political philosophies and themes. Specific foci include: Aboriginal, Indigenous, and marginalized knowledges in global contexts and pedagogical implications for educational change; the roles media, institutions, governments, and historical and contemporary policy in producing conditions of constraint, images of Aboriginal and Indigenous peoples, social and class differences, dominance, control politics, and social inequalities in regard to Aboriginal and Indigenous peoples; and a special interest in the developing, promoting, and sustaining of anticolonial thought in the academy and in community. The goal of this research area is to create spaces for integrating Aboriginal and Indigenous knowledges. Faculty include: George Sefa Dei, Judy Iseke-Barnes, Paul Olson and Njoki Nathani Wane.

For more information, visit:
www.oise.utoronto.ca/depts/sese/aborig/

Critical Race and Anti-Racism Studies in Education

Courses in this research area provide students with an integrative view of social difference (race, class, gender, disability and sexuality) and a critical reading of multiple social oppressions revealed in different sites and sources: schools, universities, local communities, media, law and cultural production. Faculty include: Dwight Boyd, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Monica Heller, Judy Iseke-Barnes, Helen Lenskyj, Roxana Ng, Paul Olson, Sherene Razack, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Culture, Communication and Critical Education

Courses in this research area are intended for those who wish to concentrate their studies in critical inquiry into culture and communication and cultural aspects of education. Courses are also suitable for students who wish to add such courses to their program. Questions discussed include: the complex practices, relations, ideologies and technologies of culture, including cultural production, representation, circulation and mediation, whether in institutional settings and everyday life; explorations of the pedagogical implications of contemporary modes of communication, media and popular culture, including alternative, critical and independent media; studies of the social organization of knowledge and cultural forms and relations of power; cultural politics and policy; studies of the formation of audiences, spectators, readers and viewers; inquiry into language, text, discourse and communicative action; investigations of aesthetic practices, representations, performance and display; the production and circulation of historical and ethnological representations; studies of the pedagogical implications of cultural practices and the cultural dimensions of pedagogical practices; studies of subjectivity, identity and agency; research of history, cultural memory and ethics. Faculty members associated with this area of study include: Sandra Acker, Nathalie Belanger, Kathy Bickmore, Kari Dehli, Rose Baaba Folson, Monica Heller, Judy Iseke-Barnes, David Livingstone, Paul Olson, Peter Sawchuk, Roger Simon, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Feminist Studies and Gender Relations in Education

This research area offers courses on gender studies in the family, educational systems, and workforce; feminist theories and practice; gender, class, race, language, and cultural and biological reproduction; gender and sexualities; and women's health. Note that other courses offered by feminist faculty, but not listed in this research area, may be taught from a feminist perspective. Faculty include: Sandra Acker, Kathy Bickmore, Kari Dehli, Margrit Eichler, Rose Baaba Folson, Monica Heller, Helen Lenskyj, Sherene Razack, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Learning, Work and Change

Core courses: SES2942 and SES3950. This research area is devoted to teaching and research about the interrelations of organized/informal learning, paid/unpaid work, and societal change processes and the roles of educators in improving these relations. Courses offer theories and methods for understanding political, economic and ideological forces associated with educational and workplace change. Some representative themes include: influences of social class, gender, ethnicity and generation on learning practices and work opportunities; impacts of technological changes on labour markets, work democratization; changing labour processes and related training programs; school and community relations; teachers' work and educational innovation; and problems of underemployment and the future of work. Faculty include: David Livingstone (coordinator), Sandra Acker, Nathalie Bélanger, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Paul Olson, Peter Sawchuk, Wally Seccombe and Njoki Nathani Wane.

This research area is also associated with the following:

- **The Learning and Work** Interdepartmental Research Area (see pages 175 - 176)
- **Workplace Learning and Change** research area in Adult Education and Counselling Psychology (pages 44 - 45)
- **The Secondary Program 4 (Education and Work)** in the Initial Teacher Education Program (see below)

Initial Teacher Education Program

Faculty members in the Sociology in Education Program participate in the Initial Teacher Education program through a variety of course delivery and the **Secondary Program 4 (Education and Work).** This option is designed for initial teacher education students with an interest in workplace issues and who want to proceed to the M.Ed. This arrangement involves two initial teacher education disciplines – Business Studies and Technological Studies – and three graduate programs – Sociology in Education, Adult Education and Community Development, and Counselling Psychology. However, initial teacher education students in other disciplines with an interest in workplace issues may also apply for admission. The M.Ed. has a co-ordinated set of offerings of courses related to workplace issues. In total, students complete 10 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of workplace issues. Students can enroll in the M.Ed. either part-time or full-time. Part-time students can take up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

Further information is available from:

Lennox Borel: lborel@oise.utoronto.ca
Peter Sawchuk: psawchuk@oise.utoronto.ca

Centres

Three special interest research centres are presently based in the Department:

- Centre for Integrative Anti-Racism Studies
- Centre for the Study of Education and Work
- Centre for Media and Culture in Education

Through its faculty, the Department also maintains close associations with two externally-based centres at OISE/UT: the Centre for Women's Studies in Education and the Centre de recherches en éducation franco-ontarienne. For more detailed information about these and other OISE/UT research and field centres, see pages 178 - 183 of this ***Bulletin***.

Interdepartmental Research Areas

The following research areas are fully described in the Interdepartmental Research Areas section, pages 173 - 177.

Aboriginal Education

Aboriginal Education focuses on issues and perspectives in Aboriginal Education. It is taken as part of the student's program of study within the Department of Sociology and Equity Studies in Education. Three courses in Aboriginal Education and an additional methods course are recommended as part of students' programs of study. Courses are to be selected from Sociology and Equity Studies in Education (SESE), Adult Education and Counselling Psychology (AECP), and Curriculum Teaching, and Learning (CTL). Associated SESE faculty are: George Dei, Judy Iseke-Barnes, Paul Olson and Njoki Wane.

Further information is available from:
Judy Iseke-Barnes
Telephone: 416-923-6641 ext. 2726
Fax: 416-926-4751
E-mail: jisekebarnes@oise.utoronto.ca)

Critical Pedagogy and Cultural Studies

See the Interdepartmental Research Areas section, page 174.

Études franco-ontariennes en éducation

Le Département de sociologie et d'études de l'équité en éducation participe à un programme de cours à distance par ordinateur intitulé "Études franco-ontariennes en éducation" offert par le Département de curriculum, d'enseignement et d'apprentissage, qui porte sur les réalités sociales et scolaires des communautés francophones et dont la langue d'enseignement est le français.

Ce programme multidisciplinaire mène au diplôme de M.Ed. Des cours sur place sont également offerts. Vous trouverez la description en français des cours de sociologie qui font partie de ce programme dans la liste des cours qui suit. Pour de plus amples renseignements, prière de consulter la rubrique "Études franco-ontariennes en éducation" (voir pages 174 - 175).

Gender Equity in Education

This interdepartmental research area focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's main program of study within the Department of Sociology and Equity Studies in Education. CTL1313 Gender Equity in the Classroom is a required course. Two other courses are to be selected from a list of courses from other programs. The Centre for Women's Studies in Education (CWSE) coordinates the interdepartmental research area. (See page 175.)

Further information is available from:
Pat Doherty
Telephone: 923-6641 ext. 2204
E-mail: pdoherty@oise.utoronto.ca
Website: www.oise.utoronto.ca/ (scroll Centres section and click on Women's Studies)

Learning and Work

See the Interdepartmental Research Areas section, pages 175 - 176.

Collaborative Programs

Comparative, International, and Development Education

This program is fully described in the section on the Collaborative Graduate Degree Programs, pages 170 - 171. Core course: CTL 6000 (offered in the Department of Curriculum, Teaching and Learning can be counted for Sociology and Equity Studies). Faculty include: Kathy Bickmore, George Sefa Dei, Rose Baaba Folson, David Livingstone, Paul Olson, Alissa Trotz and Njoki Nathani Wane. Applicants must contact the Program Coordinator in advance of submitting their application to the Registrar's Office. They should also forward one copy of their application to him.

Further information is available from:
Joseph Farrell, Collaborative Program Coordinator
E-mail: jfarrell@oise.utoronto.ca
Telephone: 416-923-6641, ext. 2361

Environmental Studies

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Environmental Studies Program. For complete details on the program, please see pages 171 - 172.

Further information is available from:
Njoki Nathani Wane
E-mail: nwane@oise.utoronto.ca
OR
Roger Hansell, IES Coordinator of Graduate Studies
Telephone: 416-978-6409
E-mail: roger.hansell@utoronto.ca

Women's Studies (GCWS)

The departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Collaborative Graduate Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Coordinator, Tara Goldstein (416-978-3268), or the departmental representative for this program, Margrit Eichler. Further information is available on page 172 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Degree Requirements

The programs leading to M.Ed., M.A., Ed.D., or Ph.D. degrees may be undertaken as follows:

The M.Ed. degree may be pursued on a full-time or part-time basis under either Option II (eight half-courses and a Major Research Paper (MRP) or under Option III (six half-courses and a thesis).

The M.A. degree may be pursued full-time or part-time and requires a thesis. Note that although Ed.D. students may begin their studies on a part-time basis, they must register full-time for a minimum of two consecutive sessions, not including summer, of on-campus study and then maintain continuous registration full-time subsequently until all degree requirements are completed.

Ph.D. students must maintain full-time status throughout their program of study. (See Minimum Admission and Degree Requirements section, pages 22 - 28.)

Both the Ed.D. and the Ph.D. require a dissertation but the Ph.D. requires, in addition, a comprehensive examination.

Students are free to take all their courses within the department but may also take a portion of their courses in other OISE/UT departments, elsewhere in the University of Toronto School of Graduate Studies, or with prior permission, at another accredited university graduate program. The number of courses which must be taken in the department will vary by the type of degree (Ph.D., M.Ed., etc.). The minimum number of half courses which must be taken in SESE is listed in the table below.

Degree	**Total # of courses required**	**Minimum # of courses in SESE required**
M.Ed.	6 half-courses	3 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
M.A.	6 half-courses	4 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
Ed.D.	8 half-courses	4 half-courses
	9 half-courses	5 half-courses
	10 half-courses	6 half-courses
	12 half-courses	6 half-courses
Ph.D.	6 half-courses	4 half-courses
	8 half-courses	6 half-courses
	10 half-courses	8 half-courses

Within these requirements, courses taken in another department will be credited on students' transcripts with that department's designation. In special circumstances (e.g., students enrolled in some Collaborative Programs) SESE credit designation **may be** granted for a course offered by another department in partial fulfillment of the minimum SESE course requirement specified for their degree. SESE credit for out-of-department courses may not exceed one half course of a student's program of study.

NOTE: Students must consult with their faculty advisor before enrolling in an out-of-department course for which they require SESE credit.

Incoming students should consult, by telephone, in person, or by e-mail, their assigned advisor (please note that a student's faculty advisor does not necessarily serve as his or her thesis, dissertation or MRP supervisor) prior to selecting courses for their program of study. Incoming students may also make enquiries regarding their course selections from the Liaison Officer in the Registrar's Office, Graduate Studies Registration Unit, OISE/UT. Although there are no required courses, it is recommended that new students take appropriate courses in methods and theory as well as a core course in their preferred focus area or areas.

Master's level students are strongly encouraged to take a methods course at the SES1900 level and doctoral students at the SES3900 level. Students with little background in sociology in education are strongly encouraged to take SES1900, SES1901 or SES1904. Students with little background in sociology are strongly encouraged to take SES1904.

Course outlines are available for consultation in the Department. To help students articulate and focus their intellectual concerns, the Department offers:

- a designated faculty advisor for each student (assigned to the student upon admission)
- a supervisor (to be recruited by the student) for theses, dissertations and MRPs
- independent study and research courses
- access to related courses in other graduate departments
- course outlines and evaluations
- a speaker's series
- ***the Sociology and Equity Studies in Education Handbook*** available on the SESE website **<www.oise.utoronto.ca/depts/sese>** which includes information about departmental and OISE/UT organization, facilities, and resources.
- notices and information via e- mail through the departmental email conference "SESE"
- workshops on particular topics such as writing thesis proposals

In addition, some faculty members run thesis support groups for their students.

Distance Education

The Department offers courses off-campus as well as in distance mode to serve students in localities outside Toronto. Off-campus students typically complete their program by enrolling in courses on-campus during the summer and/or by enrolling as full-time students during a Fall Session and a Winter Session, consecutively. Information about off-campus and on-campus courses to be offered in the 2004 Summer Session and the 2004 Fall Session and 2005 Winter Session will be noted in the ***Graduate Studies Course Schedule*** available on-line at: **<www.ro.oise.utoronto.ca>.**

Admission Requirements

The Department welcomes applicants with diverse but relevant backgrounds. M.Ed. and Ed.D. applicants must have the equivalent of twelve months professional experience. M.A. and Ph.D. candidates who are admitted without sufficient previous study in sociology or a cognate discipline may be required to take a lengthier program of study.

In addition to the general requirements for admissibility as outlined in the Minimum Admission and Degree Requirements section (pages 22 - 28), applicants are required to submit the following:

a) a careful statement of intellectual interests and concerns relevant to sociology and equity studies in education as well as reasons for undertaking a program of study here in the Department. Applicants must list at the end of this statement, the research area or areas in which they have primary interest
b) two letters of reference, preferably from university instructors with whom the applicant has studied or worked
c) at least one sample of written work in the social sciences

Incomplete applications may be subject to processing delays or rejection.

Courses

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Courses listed in French are generally taught in distance mode. SES1900 to 2999 courses are generally intended for the master's level (please note that all of these courses are also available to doctoral students). SES3900-3999 courses are designed specifically for doctoral degrees. (Masters students may enrol in the 3900 courses with the permission of the instructor.)

NOTE: The ***Graduate Studies Course Schedule***, available on-line at: **<www.ro.oise.utoronto.ca>** will record full descriptions of the 2004/2005 Special Topics in Sociological Research courses, (SES2999 at the master's level, and SES3999 at the doctoral level).

SES1900H Introduction à la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
N. Bélanger

SES1900H Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
P. Olson

SES1901H Basic Concepts in Sociology in Education

An introduction to basic, widely known concepts in sociology in education. Concepts covered will include many of the following: social order, social structure, status/role, culture, normative order, norms/rules, social action, social facts, sex/gender, race/racism, class, rationality, ideology, power, and authority.
Staff

SES1902H Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
P. Olson

SES1903H Sociological Survey Research Methods in Education

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
P. Olson

SES1904H Introduction to Sociological Theory in Education

This course introduces students to sociological paradigms and analysis through classical theory and some contemporary theory. Theories shall be examined critically for their coherence, logic, consistency and empirical support. More importantly, this course tries to make sociological theory come alive by showing that it is the product of individuals reacting to issues that were important within the context of their time. Accordingly, due attention is given to understanding the nature of sociological perspectives and the contribution of Enlightenment thinkers, as well as the Big Three: Marx, Weber and Durkheim. These thinkers grappled

with social and political issues and posed basic questions about social behaviour that intrigue us to this day and represent fundamental classical perspectives in sociology. We also examine contemporary debates and selected problematic implications in post colonial and post modern theories. By the end of the course, students will be able to effectively integrate sociological theory and concepts within the context of academic papers and substantiate arguments by locating them within a school of sociological theory.
K. Dehli and staff

SES1905H Qualitative Approaches to Sociological Research in Education

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analyzing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.
M. Heller, S. Acker and staff

SES1907H L'éducation multilingue et multiculturelle: l'analyse sociologique

Ce cours est traité comme un séminaire: l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.
M. Heller

SES1909H Eco-Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings.
M. Eichler

SES1910H The Social Organization of Knowledge

In this course, we will examine studies of procedures for, and accounts of, the ways in which knowledge is organized. The substantive focus of the course is the broad area of cultural policy and we will examine how discursive practices and documentary forms of knowledge -- news, records, census data, images, policy texts -- shape our knowledge of the world. A central concern of the course is to investigate the relation between subject-positions created in discourses and the ways in which they are taken up, inhabited or refused by individuals and groups. The course will introduce students to critical perspectives on questions of power, government, the nation-state and the subject.
K. Dehli

SES1911H Sociologie de l'éducation specialiseé

Ce séminaire a pour but d'explorer, d'un point de vue sociologique et historique, et grâce à un ensemble de données théoriques provenant aussi bien de France, d'Angleterre que du Canada, la mise en place de l'éducation specialisée. Cette forme d'éducation, constituée dans le but de répondre aux 'besoins' d'élèves désignés comme 'spéciaux', eut son heure de gloire à une époque donnée, soit avant qu'émergent les courants d'intégration et d'inclusion scolaire. La situation des écoles de langue française en Ontario sera également analysée au regard de cette question.
N. Bélanger

SES1912H Foucault and Research in Education and Culture: Discourse, Power and the Subject

This course will introduce students to central approaches, themes and questions in the work of Michel Foucault. We will discuss the relevance and utility of his work by examining how a number of researchers in education have made use of it. Students will also be able to explore the implications and usefulness of Foucault's work for their own research.
K. Dehli

SES1913H SESE Thesis Students' Seminar (NON-CREDIT)

This non-credit course is required for all SESE doctoral students. Most sessions will focus on providing practical advice and opportunities for discussion about topics such as: the roles of advisors and supervisors; how to find a supervisor and a thesis committee; how to prepare applications for grants and graduate assistantships; how to complete ethical protocols; how to prepare and present conference papers; how to get published; and how to write a proposal; etc. There will be brief presentations by SESE faculty and some guest speakers. The coordinator will be Helen Lenskyj. Students have to attend at least 50% of the sessions in order to satisfy SESE requirements.
H. Lenskyj

SES1915H Education and Popular Culture

Learning not only takes place within the institutions of formal education, but through a myriad of practices of popular culture. Considering popular culture as inherently pedagogical, this course will address the learning that takes place through various everyday cultural practices and consider its implications for the work of educators. Practices to be considered include television, film, radio, digital media, musical performance, as well as aspects of material culture such as forms of dress, games, and toys.
R. Simon

SES1921Y The Principles of Anti-racism Education

The first half of the course provides a theoretical analysis of anti-racism and anti-oppression education and issues for students, educators, and staff interested in the pursuit of anti-racism and anti-oppression education in the schools. The

second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.
G.J.S. Dei

SES1922H Sociology of Race and Ethnicity

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities and identities. It explores the implications of these advances for curriculum and pedagogical practices.
G.J.S. Dei

SES1923H Racism, Law and Radical Education

This course will focus on the issues that arise for activists when engaged in educational and organizational anti-racist initiatives. The context is law. The course examines race critiques of law in terms of the theories of identity, racism and oppression contained within them. It then addresses the organizing and educational issues that emerge from various strategies for social change considered in law. An important activity of the course is the exploration of Canadian anti-racist initiatives. Since much of the readily identifiable reading material on race critiques of law is American, students will be encouraged to pursue a specifically Canadian focus in their research and presentations.
S. Razack

SES1924H Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conceptions of the socioeconomic development process and the role of formal and popular education programs within that process. There is a special emphasis on the impact of international finance capital and the World Bank's economic adjustment policies and programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.
G.J.S. Dei

SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications

This seminar will examine Indigenous and marginalized knowledge forms in transnational and global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes 'valid' knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of Indigenous knowledge forms; questions of power, social difference, identity, and representation in Indigenous knowledge production; the political economy of knowledge production; Indigenous knowledges and science education; Indigenous knowledge and global knowledge; change, modernity, and Indigenous knowledges. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications.
G.J.S. Dei

SES1926H Race, Space and Citizenship: Issues for Educators

Drawing on recent scholarship in critical race theory, law, critical geography, history and cultural studies, on how spaces are constituted by and constitute social relations, this course will explore the issues that arise for educators who wish to consider the production of racial subjects in the making of Canada. The course addresses a central question: How can subordinate groups contest the racialized and gendered structure of Canadian citizenship through educational practices when to do so is to call into question the dominant group's sense of self? To explore this question through interdisciplinary scholarship on race and space, the course will work with the narratives that each region of Canada tells about itself. We will examine the specific pedagogical sites, where the nation teaches its citizens who they are (sites of cultural production and popular culture, political discourse and schools) and consider the educational practices required to interrupt the production of a raced structure of citizenship.
S. Razack

SES1927H Global Economic Restructuring - International Migration - Immigration Policies (Canada, U.S., Germany)

This course will look into different aspects of the trend known as 'Globalization'. Of particular importance for the course will be the examination of migratory movements of people from the South to the North on the one hand, and the subsequent processes of their re-socialization and resettlement in new societies under state immigration policy on the other. Throughout these processes, the impact of such factors as race, gender, class, language, sexualities, and education will be critically discussed as important markers with determining effects on social and professional advancement. We shall explore a variety of possible relations between the reciprocal movements of capital and labor taking place within the processes of 'globalization' and also how nation-states are implicated in their immigration histories.
R.B. Folson

SES1950H Student Deviance, Resistance, and Educational Transformation

This course deals with theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure, as well as practical issues of typification, classroom order, streaming, discipline, special education, school violence and child abuse and child abuse prevention. The course will place a particular emphasis on kinds of deviance and resistance, theories of deviance, mechanisms of social control, the processing of

deviance, measurements of deviance, and the social distribution of deviance in schools and society. The course will also focus on violence free school policies and practices; school codes of behaviour, school discipline, and student suspension policies and practices; and anti-racist and ethnocultural equity policies and practices, including those pertaining specifically to the Aboriginal peoples.
P. Olson

SES1951H The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of 'community' and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists. The course offered through Distance Education mode by Dr. Pat O'Riley will place a particular emphasis on Native issues in education.
N. Bélanger and staff

SES1951H L'école et la communauté

Dans plusieurs pays, et notamment au Canada, des réformes éducatives sont entreprises afin de rendre les administrations scolaires plus autonomes, davantage responsables et redevables face aux communautés. En ce sens, le communauté, notamment au travers de l'action des parents, est invitée à jouer un rôle à l'école. Cette situation est issue de la critique d'un modèle scolaire considéré trop uniforme, peu enclin à répondre à des situations particulières et inapte à remplir son rôle en ce qui concerne la transmission des savoirs de base jugés prioritaires. Cependant, certains voient dans cette 'mise en marché de l'éducation' un simple rôle d'apparat pour les parents et le retour à un schéma compétitif entre les élèves. Prenant en compte ces tensions et représentations différentes au sujet du rôle de l'école, ce séminaire a pour but d'examiner, grâce à des textes riches aussi bien du point de vue théorique qu'empirique, les liens qui unissent l'école et la communauté.
N. Bélanger

JTE1952H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.
M. Heller

JTE1952H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller

SES1954H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.
S. Razack

SES1956H Social Relations of Cultural Production in Education

This course will analyze how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.
R. Walcott

SES1957H Doing Disability in Theory and Everyday Life

This course will investigate 'disability' from the interplay/tension between every day life experience and wider social context. Theories of the body, of normalcy, of the subject, and of the production of 'differences' are taken up in relation to the writings of people with disabilities. The course takes a crossdisability perspective and incorporates the work of disability activists and disability movements.
Staff

SES1958H The Internet and Cyberspace: Issues of Culture, Identity, Access and Control

Cyberspace - an expression linking people, computers and sources of information - can be understood in many ways. What are the metaphors which define it? What are the discourses that emerge there? How are these produced in cultural negotiations? This course examines the development and practices of Internet use and of Cyberspace as a site of

cultural production and as a potential site of both retrenchment and resistance to dominant understandings of culture. Questions of identity and cultural politics will be examined in regard to interactions in Cyberspace. Students will discuss and analyze cultural, social, political and economic issues and controversies around access, parental and educator control over children's usage, privacy and security, content, copyright and intellectual property.
Staff

SES1980H Reproductive Technologies and Education

This course will briefly explore the social history of biological/human reproduction and focus on the recent developments in the new reproductive technologies. Particular attention will be paid to the social aspects of the new technologies and arrangements (such as the commercialization and industrialization of human reproduction, and judicial interventions in pregnancies and deliveries) and to the consequences of these developments for education, women, men, children, and society at large.
M. Eichler

SES1981H Feminist Scholarship and Education

The core course of the feminist focus introduces a range of thinking and methods in feminist thought relevant to sociology. It will focus on the development of feminist theory and practice that are central to feminism as it is taught in this department.
Staff

SES1982H Women, 'Diversity' and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; feminist agendas and strategies for change.
H. Lenskyj and S. Acker

SES1983H Gender, Race and Historical Sociology

This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.
S. Razack

SES1985H Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as social class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violence, mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implications for women in the health professions, will be investigated.
H. Lenskyj

SES1988H Diversity and Social Justice Issues in Physical Education, Recreation and Sport

Issues of physicality and the body are often overlooked in the sociology of education literature, while in the field of physical and health education, the differential effects of gender, social class, race/ethnicity, sexuality and dis/ability on children's and adults' experiences of physical education, recreation and sport are frequently underrecognized. The course will begin by examining critical sociological approaches to understanding interacting systems of oppression and their significance for physical education, recreation and sport, broadly defined. Feminist and anti-racist analyses of girls' and women's experiences will be central. There will be a focus on education, readings and discussions addressing issues of pedagogy/andragogy in relation to diverse groups, including ethnic minorities, working class people, lesbians/gays and people with disabilities, and in various sociocultural contexts, including schools, universities and communities.
H. Lenskyj

SES1989H Black Feminist Thought

Various discourses, theoretical frameworks and ideological proclamations have been employed to analyze, criticize and interrogate everyday lived experiences of black peoples. This course examines the multiple oppressions and social representations of black women using a black feminist theoretical framework. Part of the course will be devoted to black feminist theory - a theory developed out of black women's experiences and rooted in their communities. The course will also examine the following issues among others: strands of feminisms with particular emphasis on feminisms as advocated by the visible minorities; the divergences and similarities of black feminisms; and the heterogeneous nature of black women's experiences. The course will be sociological and historical in nature and will examine the intersections of race, class, gender and homophobia.
N. Wane

SES1992H Feminism and Poststructuralism in Education

In this introductory theory course we will debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings of discourse; and the status and effects of knowledge. Detailed consideration will be given to feminist poststructuralist accounts of educational practice and feminist pedagogy.
K. Dehli

SES2910H Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler

TE2912H Teachers' Work: Classrooms, Careers, Cultures and Change

Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or xamine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. Some researchers have ought to probe the thinking processes of teachers, particularly the way in which knowledge is expressed in action: others have explored the pivotal role of teachers in school effectiveness and innovation; others have developed models of eachers as workers under threat; still others have analyzed the extent to which gender structures teachers' lives and careers. This course provides an introduction to such topics, at the ame time encouraging students who are or have been eachers to reflect upon their own experience and the context n which it occurs. We look at teachers as individuals using kills and creating identities; as actors and negotiators in classrooms; as colleagues in a workplace; as members of an occupation. Throughout, we shall remain alert to the social policy contexts and constraints within which teachers must operate as strategists and decision-makers.

S. Acker and staff

SES2913H Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.

E.B. Harvey

SES2914H Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.

Staff

SES2915H Managing Educational and Employment Diversity

Demographic and social changes have dramatically altered Canada's workforce and school populations. By the end of the century, over 85 percent of new workers will be women, members of racial minorities, including those of Aboriginal origin, and persons with disabilities. This course will analyze issues of equality of opportunity in employment and education. It will examine practical strategies for achieving needed changes and effectively valuing and managing the increasing diversity of our work and training institutions.

Staff

SES2940H Rethinking Marxism and Education

This course provides a broad introduction to the range of theoretical concepts and methods of investigation in historical materialist thought. Past and present developments in Marxist theory and international practice will be reviewed. We will explore critical assessments of Marx's method of inquiry, the dynamics of the capitalist production process, class relations and class consciousness, ideological hegemony and popular culture, contemporary Marxist theories of education, the relations of education and work, and current challenges to Marxism. Specific topics will be developed dialogically in response to participant interests, helping students to better understand the relationship of their own projects to this tradition. The course will include guest lectures from a variety of SESE faculty in order to help participants situate Marxism in relation to other forms of theory/practice.

D.W. Livingstone and P. Sawchuk

SES2941H Social Inequities and Education

Exploration of knowledge and power relations in the reproduction and modification of social inequities from class, gender, ethnic, age and disability standpoints, particularly as they affect educational and learning opportunities and the legitimacy of different forms of knowledge. The roles of family origins, schools and teachers receive particular attention.

D.W. Livingstone

SES2942H Education and Work

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.

P. Sawchuk

SES2970H Indigenous Peoples and Medias: Theorizing, Decolonizing, Cultural Vitalization and Self-Determination

Cultural productions in which Indigenous peoples engage to tell stories, resist subordination, and share cultural forms and practices include artists and activists' texts, images, films, and stories, media, film, photography, newspapers, written texts, research documents, literary texts, Internet communications and websites. These productions will help us question and challenge myths about Indigenous peoples which replicate and reproduce stereotypic understandings of Indigenous peoples, beginning a process of decolonizing our minds and embracing Indigenous representations of Indigenous peoples. This course will involve literature/productions from Indigenous authors, storytellers, filmmakers, photographers and activists whose compelling stories and productions undertake a critical examination of imperialism, history, writing and theory in regard to Indigenous peoples, focusing on strategies of resistance through writing and cultural production, and engaging in theorizing, decolonizing, cultural resistance through writing and cultural production and engaging in theorizing, decolonizing, cultural vitalization and self-determination.

J. Iseke-Barnes

SES2998H Individual Reading and Research in Sociology and Equity Studies in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

SES2999H Special Topics in Sociological Research in Education

Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff

SES3900H Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.
Staff

SES3901H Research Seminar: Theoretical and Methodological Problems in Advanced Historical Sociological Research in Education

This course will provide students who are at the stage of thesis writing with the opportunity to explore and discuss questions of research methods and problems of theorization.
Staff

SES3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education

This advanced graduate seminar will examine multiple scholarly approaches to researching race, ethnicity, difference and anti-racism issues in schools and other institutional settings. It begins with a brief examination of race and anti-racism theorizing and the exploration of the history, contexts and politics of domination studies in sociological and educational research. The course then looks at ontological, epistemological, and ethical questions, and critical methodological reflections on race, difference and social research. The course will focus on the ethnographic, survey and historical approaches, highlighting specific qualitative and quantitative concerns that implicate studying across the axes of difference. We will address the issues of school and classroom participant observation,; the pursuit of critical ethnography as personal experience, stories and narratives; the study of race, racism and anti-racism projects through discourse analysis; and the conduct of urban ethnography. Through the use of case studies, we will review race and anti-racism research in cross-cultural comparative settings and pinpoint some of the methodological innovations in social research on race and difference.
Prerequisite: SES1922H or permission of instructor.
G.J.S. Dei

SES3912H Race and Knowledge Production: Issues in Research

As a doctoral level course for students who already possess some familiarity with postmodern, feminist, or post-colonial theories, the course will consist of readings that explore the following two questions. How is knowledge production racialized? How can intellectuals challenge imperialist and racist systems through their research and writing? The course examines: colonialism, imperialism, and gender; researching everyday racism; racism and education; racial knowledge and the disciplines, and writing as resistance.
S. Razack

SES3913H En/Coding Domination: Power Relations Based on Race, Gender, Class and Sexuality

Anti-racists, feminists and other critical scholars in the social sciences have amply demonstrated multiple ways through which asymmetrical power relations encode, normalize and sustain oppression. In their analyses, they have to a large extent focused their critiques of power relations involving domination on the written text as a primary site of investigation. The goal of this course is to explore covert ways through which power relations of domination are produced, perpetuated and contested in social, political and cultural spaces. We will attention to different forms of language which convey power relations of domination along race, gender, and class 'fault' lines.
R.B. Folson

SES3914H Anti-Colonial Thought and Pedagogical Challenges

Contact between the 'imperial order' and the 'colonial' periphery continues to involve complex and creative encounters/resistances. The myriad forms of resistance help sustain the local human condition of the colonized 'other'. This advanced seminar will examine the anti-colonial framework as an approach to theorizing issues emerging from colonial and colonized relations, using subversive pedagogy and instruction as important entry points to critical social practice. Focusing on the writings and commentaries of revolutionary/radical thinkers like Memmi, Fanon, Cabral, Gandhi, Machel, Che Guevara, Nyerere and Nkrumah, the course will interrogate the theoretical distinctions between anti- and post-colonial thought, and identify the particular implications/lessons for critical educational practice. Among the questions explored will be: the challenge of articulating anti-colonial thought as an epistemology of the colonized, anchored in the indigenous sense of collective and common colonial consciousness.
G.J.S. Dei

SES3920Y The Politics of Representation and Pedagogies of 'Difference'

Representation can be thought of as the shimmering slip between 'the real' and 'the known', the self and the social. In this course, we explore how 'insurgent' representational practices work to interrupt the assumptions of truth, of 'the normal' and of normalized bodies, that form the ground of pedagogical practice. Through the viewing of 'independent' film and video, we consider the politics of identity and the representational strategies that have been used to challenge conventions of race, sexuality, ableism and class. Drawing upon the literature of cultural studies, we focus upon implications for teaching and learning about how 'difference' is inscribed through signifying and reading practices of identification and disidentification.

Staff

SES3921H Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.

M. Heller

SES3922H Analyzing Classroom Discourse

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.

M. Heller

SES3930H Seminar on Feminist Methodology and Education

This course explores methodological and theoretical issues surrounding non-sexist or feminist research with specific attention to gender based analyses mandated by the federal government. It examines concrete samples of work using a feminist approach, and the research problems associated with such an approach. This course aims to develop a specific skill that will be valuable on the labor market. Although the focus of the course will be on gender, the method examined is applicable to other types of critical approaches, such as anti-racist analysis and others.

M. Eichler

SES3932H Contemporary Perspectives on Women and Higher Education

This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career; look at efforts to alter curriculum and pedagogy in accordance with ideas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university. Specific topics such as student cultures, thesis supervision, sexual harassment, the 'chilly climate', and so forth will be taken up through readings and student presentations.

S. Acker

SES3933H Theorizing Transnationality: Feminist Perspectives

This course seeks to critically interrogate notions of the transnational found in recent feminist theorizing. 'Transnational' has been invested with a variety of meanings and political attributes, from descriptions of global capital to the politics of alliance and coalition-building, from the creation of subjectivities through to the reconfiguration of imperialist ideologies and practices in the contemporary conjuncture. It is about linkages and unequal connections. By engaging a broad and necessarily interdisciplinary spectrum of work, this course seeks to trace the variety of methods and investments that feminists have brought to bear on their engagement with transnationality. What are some of the implications for theory, for activism, for imaginative and pedagogical practices?

D.A. Trotz

SES3942H Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies - both 'developed' and 'developing' to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The first section of the course examines a set of mostly failed attempts at large-scale, 'top down' and centrally-driven reform efforts, aiming to understand why they typically have failed. The second section examines a large set of successful change efforts, mostly in 'developing' nations, which are radically altering the 'forms of formal schooling' and achieving significant learning gains among very poor children, particularly girls. This section draws upon the resources of a large international research program involving students, academics, and practitioners from around the world which is analyzing a database of more than 150 such 'success stories'. Finally, we consider what educators in wealthy nations such as Canada can learn from the successes of their colleagues in much poorer nations.

J.P. Farrell

SES3943H Sociology of State Formation and Genealogies of Government

This course explores two approaches to the study of power: historical sociology of state formation and genealogies of government. The course is intended for students who plan to study some aspect of politics, policy, and political subjectivity in their thesis research, and/or who are looking for ways to 'blend' Marx and Foucault in their work.

K. Dehli

SES3944H Language and Gender in Education

This course will examine two aspects of the relationship between language and gender in educational settings: first, ways in which gender is constructed interactionally; second, ways in which gendered patterns of language use are differentially valued in and across educational contexts. The first part

of the course will set the framework in terms of the sociolinguistic literature on language and gender. The second will examine case studies from a wide variety of contexts. The third will be devoted to student explorations of the domain.
M. Heller

SES3949: Advanced Studies in Learning and Work

A research seminar which will aid students to pursue thesis-related topics in this field. Topics will include: a critical overview of theories of workplace learning in diverse cultural and historical contexts; general studies of the changing nature of paid and unpaid work and different forms of learning in contemporary societies; transitions between education and paid employment; class, gender, race, age and ability-based differences in learning and work relations; and relations between workplace redesign and educational reform alternatives.
Staff

SES3951H Political Economy, Cultural Forms and the Learning Society

This course will develop a critical analysis of social forces driving capitalist economic development globally and in Canada, identify dominant and subordinate cultural forms related to these developments, assess the role of the state and political movements in major social changes, and document the ways in which learning throughout the life course responds to these economic, cultural and political processes. Specific topics will be developed dialogically and may include: Canada's role in the global economy, changing class formations, current ideologies and practices of paid and unpaid work, American cultural imperialism, the expansive character of organized and informal learning and underemployment, and policy alternatives concerning all topics.
D.W. Livingstone

SES3952H Sexism, Racism, Colonialism: Pedagogical Implications

This advanced seminar explores the linkages between sexism and racism by examining the interrelations of gender, race, and class in the development of nation-states in contemporary societies.
Staff

SES3998H Individual Reading and Research in Sociology and Equity Studies in Education: Doctoral Level

Description as for SES2998H.
Staff

SES3999H Special Topics in Advanced Sociological Research in Education

Description as for SES2999H, but at the doctoral level.
Staff

Cross-listed course

Always consult with your SESE departmental advisor as soon as possible about the cross-listed status of courses. In general, a letter signed by you and your advisor, and approved by the SESE Graduate Program Committee chair is required in order that a course not offered by SESE be counted toward your SESE departmental requirements. For those SESE students enrolled in Collaborative programs or Interdepartmental Research Areas, core courses listed under other departments will be considered cross-listed without such a letter. Individual reading courses will not be counted toward fulfilling your SESE departmental requirements unless they are taken under the course codes SES2998 (masters level) or SES3998 (doctoral level).

CTL1318H Teaching Conflict and Conflict Resolution: Politics and Practice

This seminar applies sociological perspectives to the practical problem of teaching young people (and giving young people opportunities) to handle interpersonal and social conflict. Participants will bring their own experience to bear on the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, school governance, and school social relations. Our focus will be less on 'how to' manage conflict resolution education, and more on analyzing where and how various kinds of education about conflict 'fit' in (and challenge) the regularized business of schooling. Although our emphasis will be on school-based socialization and opportunities to learn, we will examine the relationships between school experience and other cultural, political, and social-structural influences. The seminar is intended as part of a program of study in Culture, Communication and Critical Education.
K. Bickmore

Theory and Policy Studies in Education (TPS)

he Department of Theory and Policy Studies in ducation consists of three graduate programs:

- **Educational Administration**
- **Higher Education**
- **History and Philosophy of Education**

he History and Philosophy of Education Program epresents cognate disciplines. The Educational dministration and Higher Education Programs represent he application of cognate scholarship to domains of ractice. Each program offers courses of study leading to .Ed., M.A., Ed.D. and Ph.D. degrees.

he Department also participates in two Collaborative rograms:

- **Comparative, International and Development Education**
- **Graduate Collaborative Program in Women's Studies**

he Department offers the **Certificate in School anagement** and, as well, has an important initial teacher ducation function.

o be admitted to the Department, application must be nade to a Program and to one of the following five fields:

- Educational Administration
- Higher Education
- Health Professional Education (M.Ed. only)
- History of Education
- Philosophy of Education

eneral Information

or application information and forms visit the Registrar's ffice website: **www.ro.oise.utoronto.ca**

f you require further application information, contact:
raduate Studies Admissions Unit, Room 4-485
elephone: 416-923-6641 ext. 2663
-mail: gradstudy@oise.utoronto.ca

or information about registration, contact:
ynn Romero, Liaison Officer, Registrar's Office
raduate Studies Registration Unit, Room 4-485
elephone: 416-923-6641 ext. 2430
romero@oise.utoronto.ca

Academic Information

Educational Administration
Susan Padro, Program Coordinator

Higher Education
Dan Lang, Program Coordinator

History of Education
Cecilia Morgan, Coordinator

Philosophy of Education
Dwight Boyd, Coordinator

Chairs of the Department

Nina Bascia, Ph.D. (Stanford)
Associate Professor and Chair
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Cecilia Morgan, Ph.D. (Toronto)
Associate Professor and Associate Chair (on leave until July 2004)
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Daniel W. Lang, Ph.D. (Toronto)
Professor and Acting Associate Chair (until July 2004)
(finance and economics)

Interdepartmental Research Area

Gender Equity in Education

This Interdepartmental Research Area focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's course load within any program in the Department of Theory and Policy Studies in Education. One course on Gender Equity in the Classroom (taught in the Department of Sociology and Equity Studies in Education) is required; two other courses are to be selected from a list of courses from various other programs. The Centre for Women's Studies in Education (CWSE) coordinates this Interdepartmental Research Area.

For more information see page 175 and/or contact:
Centre for Women's Studies in Education
Telephone: 416-923-6641, ext. 2204

Collaborative Graduate Degree Programs

Comparative, International and Development Education

Program Coordinator: Joseph P. Farrell
An integrated set of courses for students who wish to study teaching and learning, curriculum, or general education issues from a comparative or cross-cultural perspective is available in this Program. Students are able to draw upon the faculty and other resources of four of OISE/UT's five departments. Interested students should seek further information from Joseph P. Farrell. See also pages 170 - 170 for details on this Program.

Graduate Collaborative Program in Women's Studies (GCWS)

The departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Graduate Collaborative Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at New College and the Program advisor in the student's OISE/UT home department. Further information is available on page 172 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar***.

Educational Administration Program

Susan Padro, Ph.D. (Florida State)
Associate Professor and Program Coordinator
(educational systems planning/strategic planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

Stephen Anderson, Ph.D. (Toronto)
Associate Professor
(planned educational change; school improvement, initial and inservice teacher development; comparative and development education; program evaluation)

Nina Bascia, Ph.D. (Stanford)
Associate Professor and Chair
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Lorna M. Earl, Ph.D. (Western)
Associate Professor; cross-appointed to Curriculum, Teaching and Learning
(assessment reform - large scale and classroom; program evaluation; qualitative and quantitative research methods; linking research and practice)

Denis Haché, Ph.D. (Montreal)
Associate Professor
(professional development; strategic planning; school improvement; distance education; ethnolinguistic vitality)

Lynne Hannay, Ph.D. (Ohio State)
Professor; Head, OISE/UT Midwestern Centre, cross-appointed to Curriculum, Teaching and Learning
(curriculum processes; school-based curriculum development; professional development; action research)

Reva Joshee, Ph.D. (Univ. of British Columbia)
Assistant Professor
(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making)

Daniel W. Lang, Ph.D. (Toronto)
Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor and Associate Dean, Research
(educational leadership; administrative expertise; school and school system improvement)

Blair Mascall, Ph.D. (Toronto)
Assistant Professor, OISE/UT Midwestern Centre
(school change; large-scale educational reform)

ohn Portelli, Ph.D. (McGill)
Professor
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice)

ames J. Ryan, Ph.D. (Toronto)
Professor
(interpretive, critical and postmodern theories of organization and administration; qualitative and field research; leadership, diversity and inclusion)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE/UT Northwestern Centre; and Coordinator, Technology Mediated and Off-Campus Programs
(curriculum implementation and evaluation; coaching as an implementation strategy)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor
(legal context of education)

Associated Instructor

Avi Hyman, Ed.D. (Toronto)
Education Commons and Department of Theory and Policy Studies
(administrative policies and practice related to educational technology in higher education and K-12)

Professors Emeriti

ohn E. Davis, Ph.D. (Toronto)
Edward S. Hickcox, Ed.D. (Cornell)
Stephen B. Lawton, Ph.D. (California at Berkeley)
Donald F. Musella, Ed.D. (State University of New York at Albany)
Richard G. Townsend, Ph.D. (Chicago)

Program Mission

The Educational Administration Program is devoted to the study and development of Policy, Leadership, Change, Social Diversity, and Ethics and Values in education. Students may choose to focus their attention on courses in one of these five research areas or to explore the field more broadly. Several degree and non-degree programs of study are offered to meet the diverse needs of practitioners and scholars of educational administration.

Certificate in School Management

The Certificate in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:

a) seven years' experience as a school business official or in some other aspect of school administration;
b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate in School Management is operated entirely through the Educational Administration Program.

All correspondence and fees should be sent to:
Marion Morgan
Telephone: 416-923-6641 ext. 2472
E-mail: mmorgan@oise.utoronto.ca

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 2003/2004, the full-time annual fee was $6,416.00 and the half-course fee was $1,050.55.

Program Requirements

The requirements consist of:

a) TPS1040 and TPS1041, which are strongly recommended as first courses;
b) two half-courses related to school board management, which normally include TPS1017;
c) two elective courses, normally in Educational Administration.

Students may begin the program of study in the second term of Summer Session (July/August) or the Fall Session or the Winter Session. If full-time, the requirements may be completed in the Fall and Winter Sessions (September to April). If part-time, the requirements may be completed through attendance in Fall, Winter and Summer Sessions.

Degrees

The M.Ed. and Ed.D. degree programs are designed to prepare practitioners for leadership careers at various levels. These degree programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

The M.A. and Ph.D. degree programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas in this applied field of study, and their research involves the application of ideas to practice. The M.A. appeals to those with an excellent academic background who want to continue to the Ph.D. The Ph.D. is especially of interest to those considering a career in the university or in research.

Master of Education

The M.Ed. degree program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Admission Requirements

In addition to the general requirements in the Minimum Admission and Degree Requirements section, pages 22 - 28, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

a) a four-year University of Toronto bachelor's degree, or its equivalent, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter
b) an interest in the study and practice of administration
c) academic qualifications beyond the first degree
d) two letters of reference (see Application Procedures section, page 30). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague

Degree Requirements

There are two options (see below) within the M.Ed. degree program in Educational Administration for all students. Students who begin their program of study in the 2003/2004 academic year or later must meet the following requirements:

Option II which is comprised of:

a) Three required courses

TPS1003	Conducting Research in Educational Administration
TPS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
TPS1041	Educational Administration II: Social and Policy Contexts of Schooling

NOTE: TPS1040 and TPS1041 should preferably be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program of study. TPS1004 is strongly recommended and should be taken at the beginning of the program.

b) five other half-courses, of which at least three must be in Educational Administration. Students may choose to focus on one of the five research areas: Policy, Leadership, Change, Social Diversity, or Ethics and Values;
c) a Major Research Paper (MRP) to be carried out under the guidance of a faculty member.

OR

Option III which is comprised of:

a) Three required courses

TPS1003	Conducting Research in Educational Administration
TPS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
TPS1041	Educational Administration II: Social and Policy Contexts of Schooling

NOTE: TPS1040 and TPS1041 should preferably be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program of study. TPS1004 is strongly recommended and should be taken at the beginning of the program.

b) three other half-courses, of which at least one must be in Educational Administration. Students may choose to focus on one of the five research areas: Policy, Leadership, Change, Social Diversity, or Ethics and Values
c) a comprehensive thesis, to be developed under the guidance of a faculty member

Students contemplating applying to a doctoral program of study which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The M.Ed. degree may be pursued either part-time or full-time. The Department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements. Once students are past the 'minimum period of registration' or have begun their last required course (whichever comes first) they must continue to register until theses or MRPs are approved.

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may begin their program of study in the second term of Summer Session (July/August) or in the Fall Session or the Winter Session.

ff-Campus and Distance Education ourses - (M.Ed. and Certificate students)

ome sections of existing courses are offered off-campus nd by computer conferencing in order to make them vailable to people in localities far from Toronto. The dmission requirements are the same for the off-campus ourses as for the regular on-campus courses. Information naterials for both off-campus and on-campus courses will e available on-line at **<www.ro.oise.utoronto.ca>** n March. New applicants should apply by December 1, 004.

urther information is available from:
usan Padro, Program Coordinator
elephone: 416-923-6641 ext. 2651
-mail: spadro@oise.utoronto.ca

octor of Education

he Ed.D. degree program in Educational Administration s designed to develop highly competent personnel for enior administrative positions in school systems, colleges, niversities, and other educational institutions and gencies and for academic positions in universities and olleges. The program of study is designed to satisfy the ieeds of practicing and aspiring educational administrators nd academics who, because of the increasing complexity f problems related to the operation of educational organiations, have recognized the need for further professional ducation. The emphasis is on developing skills in the pplication of knowledge from theory and research to ractical administrative problems. To accomplish this, the rogram of study is flexibly designed and involves iumerous collaborative experiences among faculty nembers, students and administrators. The Ed.D degree nay be taken full-time or part-time. However, a ninimum of one year of full-time study is required. Every ffort will be made to ensure that courses are scheduled to ccommodate students who are working full-time.

dmission Requirements

In addition to the general requirements given in the Minimum Admission and Degree Requirements section, pages 22 - 28, the Educational Administration Program specifies the following:

a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.
b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant must secure from a senior administrator under whom the applicant has worked, commenting on the applicant's achievement in identifying and solving educational problems; ability to work with people; leadership style; awareness of current social and educational issues.
c) The applicant must also furnish at least one letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement.

Degree Requirements

The Ed.D. degree program is organized into six complementary components:

a) Ed.D. core seminars, which consist of two half-courses (TPS3040 and TPS3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations
b) two of the following three half-courses or their equivalent: TPS3042, TPS3043, or TPS3044. (TPS3044 is strongly recommended)
c) two further courses in Educational Administration at the 3000 level. Students may choose to focus on one of the five research areas: Policy, Leadership, Change, Social Diversity, or Ethics and Values
d) elective courses: two are required, although more may be taken. It is suggested that at least one elective be taken outside of the Educational Administrative Program
e) a comprehensive examination and a thesis proposal hearing
f) a doctoral thesis

A student's program of study will normally begin in the Fall Session. Students are strongly encouraged to enroll in courses in sequence to capitalize on the benefits of a student cohort. The internship/practicum, if selected, would normally be undertaken in the first term of the Summer Session (May/June); however, it can also be undertaken at other times. Candidates are responsible for meeting all of the degree requirements as outlined in this ***Bulletin***, unless changes are approved in writing by the Ed.D. Program Coordinator.

Further information is available from:
Jim Ryan - Ed.D. Program Coordinator
Telephone: 416-923-6641 ext. 2438
E-mail: jryan@oise.utoronto.ca

Master of Arts and Doctor of Philosophy

The M.A./Ph.D. degree program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as a means for deepening their understanding of administrative action in schools or in other educational and service institutions.

While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. degree program.

Applicants to the degree program must include with their application, a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the M.A./Ph.D. degree program would help in the attainment of future career goals.

Upon entry, the M.A./Ph.D. admissions committee will assign an advisor to assist the student in designing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of an advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this ***Bulletin***, applicants should contact the M.A./Ph.D. Program Coordinator in the TPS Department.

Admission Requirements

Admission to the M.A. degree program requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program of study, completed with the equivalent of a University of Toronto **B+** standing in the final year (see the Minimum Admission and Degree Requirements section, pages 22 - 28). The M.A. program of study consists of eight half-courses and a thesis. Additional courses may be required of some applicants. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. degree program requires prior completion of the University of Toronto M.A. degree or its equivalent, with standing equivalent to a University of Toronto **A-**. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A./Ph.D. admissions committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. degree program for those who have completed an M.A. within the Department, is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission and degree requirements for M.A. and Ph.D. degree programs are set out in the Minimum Admission and Degree Requirements section, pages 22 - 28.

Degree Requirements

✦ Master of Arts

At least half of the required courses for an M.A. degree program must be completed in the Educational Administration Program. The remaining courses may be selected from those offered in the Department, in other departments of OISE/UT, or in other graduate departments of the University of Toronto. Students are required to take the following courses: TPS1003, TPS1004 and TPS1040. TPS1041 is strongly recommended. Normally the courses chosen for the M.A. program of study will be at the 1000 level.

✦ Doctor of Philosophy

The Ph.D. degree program is comprised of at least six new half-courses, four of which normally must be TPS3040, TPS3042, TPS3043, and one elective advanced-level (3000) course in Educational Administration. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program of study meets the departmental requirements. Students are encouraged, but not required, to concentrate course selection on one of the five research areas: Policy, Leadership, Change, Social Diversity, or Ethics and Values. Any deviation from the program of study described above must be approved in writing by the M.A./Ph.D. Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination and a thesis proposal hearing. A thesis is required.

Further information is available from:
Susan Padro, Ph.D. Program Coordinator
Telephone: 416-923-6641 ext. 2406
E-mail: spadro@oise.utoronto.ca

Departmental Research Areas

Educational Administration students are encouraged to concentrate elective coursework in one of five research areas: Policy, Leadership, Change, Social Diversity, or Ethics and Values.

Policy

TPS1005	The Computer in Educational Administration
TPS1017	Educational Finance and Economics
TPS1018	Political Skill in the Education Arena
TPS1024	Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies
TPS1027	The Search for Educational Quality and Excellence in a Global Economy
TPS1027	La recherch de la qualite et de l'excellence en education dans le contexte de l'economie globale
TPS1028	Policy Delivery in Schools
TPS1030	The Legal Context of Education
TPS1036	Planning in Educational Organizations
TPS1045	Language Policy Across the Curriculum
TPS3018	Governing Education: A Seminar on Politics
TPS3030	Advanced Legal Issues in Education
TPS3037	Strategic Planning in Educational Organizations
TPS3045	Educational Policy and Program Evaluation

Leadership

TPS1016	School Program Development and Implementation
TPS1026	Evaluation of Professional Personnel in Education
TPS1042	Educational Leadership and Cultural Diversity
TPS1047	Managing Changes in Classroom Practice
TPS1048	Educational Leadership and School Improvement
TPS3025	Personal and Professional Values of Educational Leadership
TPS3046	Gender Issues on Educational Leadership
TPS3047	Research Seminar on Leadership and Educational Change

Change

TPS1012	Organizational Culture and Decision-Making
TPS1020	Teachers and Educational Change
TPS1025	School Effectiveness and School Improvement
TPS1036	Planning in Educational Organizations
TPS1047	Managing Changes in Classroom Practice
TPS1048	Educational Leadership and School Improvement
TPS3020	Educational Change in the Postmodern Age
TPS3037	Strategic Planning in Educational Organizations
TPS3047	Research Seminar on Leadership and Educational Change

Social Diversity

TPS1019	Diversity and the Ethics of Educational Administration
TPS1042	Educational Leadership and Cultural Diversity
TPS1045	Language Policy Across the Curriculum
TPS3046	Gender Issues on Educational Leadership
TPS3055	Democratic Values, Student Engagement and Democratic Leadership

Ethics and Values

TPS1019	Diversity and the Ethics of Educational Administration
TPS1030	The Legal Context of Education
TPS1048	Educational Leadership and School Improvement
TPS3021	Professional Ethics of Teaching and Schooling
TPS3025	Personal and Professional Values of Educational Leadership
TPS3030	Advanced Legal Issues in Education

Courses

The following list demonstrates the range of courses offered within the Educational Administration Program. Not all of the courses listed are offered in any given year. A course is identified with the Educational Administration Program when the course prefix is TPS and the first two digits in the course number are 10 or 30.

TPS1003H Conducting Research in Educational Administration

A seminar examining the strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, conducting research and writing reports in educational administration. During this course the student will prepare the proposal for their Major Research Paper.
NOTE: All master's candidates are strongly recommended to take this course towards the end of their program.
D. Hache, S. Padro, J.J. Ryan and L. Earl

TPS1004H Research Literacy in Educational Administration

The goals of this course are to provide students with an introduction to the purposes of research in educational administration and to assist students in learning how to obtain, evaluate, interpret, and use research in their work as educators and in their graduate studies. Possible topics include: overview of different research paradigms and research strategies used in studies of policy, leadership, and change; how to critically analyze the strengths and weakness of research; how to conduct a review of literature and build a bibliography; dissemination of research; the connections between research, policy, and practice; the role of research and evaluation departments; leadership roles in sponsoring, directing, using, and communicating research.
NOTE: All master's candidates are strongly recommended to take this course at the beginning of their programs.
Staff

TPS1005H The Computer in Educational Administration

No computer experience required. Introduction to computers in education from an administrative perspective. Topics include issues related to policy, planning and implementation of information technology in educational settings; impact of computer technology on educational organizations and

culture; and implications for staff development and curriculum delivery. Current applications of computers at the school, board and Ministry as well as post-secondary levels are presented.
S. Padro

TPS1012H Organizational Culture and Decision-Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.
J. Davis

TPS1016H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario, Canada, and internationally; theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
S. Anderson

TPS1017H Educational Finance and Economics

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.
D.W. Lang

TPS1018H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighbourhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.
Staff

TPS1019H Diversity and the Ethics of Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.
J. Portelli

TPS1020H Teachers and Educational Change

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.
N. Bascia, B. Mascall and staff

TPS1023H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviours, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.
Staff

TPS1024H Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies

A philosophical inquiry of issues that arise in educational administration and policy studies. Examples of issues include: Differing conceptions of administration and leadership; power and authority in education; the role of critical thinking; standards and diversity; bias in schools; censorship and controversial issues; the role of schooling in a pluralistic society; indoctrination and parental rights; common and separate schools. Case studies will be used to encourage students apply differing philosophical stances to practical situations.
J. Portelli

TPS1025H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.
D. Hache

TPS1026H Evaluation of Professional Personnel in Education

ssues surrounding performance evaluation of teachers and dministrators in school systems will be examined. Topics nclude current practices in evaluation, evaluation policies and rocedures, the legal context, the political dimensions, and elated areas such as recruitment and selection of personnel. The conceptual background centres around a systems pproach to personnel development. The thrust of the discussions, however, will be on practical problems in valuation in schools within the Canadian setting.
Staff

TPS1027H La recherche de la qualité et de 'excellence en éducation dans le contexte de 'économie globale

La globalisation de l'économie, les nouvelles technologies, le cepticisme du public à l'égard de l'éducation et les réformes ductionnelles ratées des dernières décennies servent de base our une analyse critique des nouvelles réformes émergentes, els que, les écoles entrepreneuriales, les écoles à chartes, le ystème de bons scolaires, la privatisation, le partenariat école-ntreprise, les conseils d'écoles et la qualité totale. Ce cours ait aussi l'analyse de l'impact de telles réformes sur la société, 'école et le curriculum.
D. Haché

TPS1027H The Search for Educational Quality and Excellence in a Global Economy

The global economy and its new technologies, public kepticism towards education and the failed systemic ducational reforms of the past decades will serve as a ackground for a critical review of emerging new reform nitiatives such as, entrepreneurial schools, charter schools, oucher schools, privatization, business-education artnership, school councils, and Total Quality Management. This course will also analyse the impact of such initiatives on ociety, school and curriculum.
D. Haché

TPS1028H Policy Delivery and Schools

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, rafting alternatives, estimating feasibility, and coping with nanticipated consequences. Ethnographic work and school dministration with some attention to administration of rograms for students at risk.
N. Bascia

TPS1029H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed n special structures or environments, are examined with a view to developing appropriate applications of administrative rocesses. Depending upon resources of staff and needs of tudents electing this course, it will cover the administration f any one of, or combination of, the following: programs of pecial education, colleges and other institutions of higher ducation, large urban complexes, areas presenting special ociocultural problems, computer-assisted administration, and comparative educational administration.
Staff

TPS1030H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, and student discipline and the Young Offenders Act and Zero Tolerance.
M.A. Zuker

TPS1036H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. A variety of current approaches and paradigms of educational planning are examined in local, Canadian and international contexts. Theories and processes of planning are addressed, including corporate and institutional planning, strategic planning, long-term planning, operational planning and site-based planning. Topics include the relationship of educational planning to areas such as: organizational change, leadership and culture.
S. Padro

TPS1040H Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change

This course provides an introduction to educational policy, leadership and change in general and to this program in particular by focusing on foundational concepts and theories significant to the understanding of education and educational administration. It offers a critical examination of a wide range of topics central to educational administration, educational policy, leadership and change, such as organization, community, power, authority, change, difference, leadership, and values. This examination will take into account major historical developments in the field as well as differing theoretical stances or paradigms, such as positivism, functionalism, interpretivism, critical pedagogy, feminism, post-structuralism and post-modernism. The course will help students understand how to use theory to make sense of educational practice in productive ways.
NOTE: All master's candidates are strongly recommended to take TPS1040 as the first course in their program and before taking TPS1041.
J.J. Ryan, J. Portelli and staff

TPS1041H Educational Administration II: Social and Policy Contexts of Schooling

This course will focus on the social and policy contexts in which elementary and secondary educators work. Students will be exposed to a variety of issues related to schooling in a diverse and complex environment such as: differing purposes, philosophies, and values of education; multiculturalism and social justice; equity issues related to race, class, gender, and language; parental influences on schooling; the relationship of schooling to the labor market and the economy; choice of school and program; decentralization and centralization; standards and accountability; educational finance; school reform; educational and non-educational pressure groups and stakeholders. Through an exploration of these or related

topics, this course will help students to continue to develop their understanding of different paradigms and methods used in research in educational administration, leadership, policy and change.
NOTE: All master's candidates are strongly recommended to take TPS1041 as their second course after completing TPS1040.
D. Hache

TPS1042H Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.
J.J. Ryan

TPS1045H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational settting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.
Staff

TPS1047H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.
S. Anderson

TPS1048H Educational Leadership and School Improvement

A companion course to TPS1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.
Blair Mascall and staff

TPS1052H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

TPS3017H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education.
Prerequisite: TPS1017H or permission of instructor.
Staff

TPS3018H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
Staff

TPS3020H Educational Change in the Postmodern Age

This course examines the social forces that are driving educational change in the postmodern age, and their impact upon both the substance, process and outcomes of educational change efforts. The course will investigate how students' identities, teachers' work and approaches to leadership are affected by these forces of change, along with the major change strategies that are being adopted to respond to them.
N. Bascia

TPS3022H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.
J.J. Ryan

TPS3024H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises, through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.

Staff

TPS3025H Personal and Professional Values of Educational Leadership

This doctoral level course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective or meta values associated with organizations.

Staff

TPS3028H Project Development Studies

This course is designed to assist doctoral students who are developing either project or dissertation proposals. Interaction between individual students and the instructor is regularly scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who are no longer in residence but who have not developed a thesis proposal.

Staff

TPS3029H Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

Staff

TPS3030H Advanced Legal Issues in Education

Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. The course will focus on current issues, legislative and common law precedents.

M. Zuker

TPS3037H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.

S. Padro

TPS3040H Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.

J.J. Ryan and staff

TPS3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.

NOTE: Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.

S. Padro, R. Joshee and staff

TPS3042H Field Research in Educational Administration

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.

J.J. Ryan

TPS3043H Survey Research in Educational Administration

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method survey, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods

of data analysis (with a focus on using SPSS), the drawing of causal inferences, and presentation of results in a clear and effective manner.
Prerequisite: TPS1003H or CTL2004H or SES1902H or permission of the instructor.
L. Earl and S. Padro

TPS3044H Internship/Practicum in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship/practicum location. Placement and responsibilities relating to the internship/practicum are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
Staff

TPS3046H Gender Issues on Educational Leaderships

This course examines gender issues and uses gender as a conceptual lens to explore policies, practices, relationships, and experiences in schools and other educational settings, with particular attention to implications for administration. Besides covering a broad range of educational issues and perspectives, this course focuses on gender rather broadly, considering the experiences of males as well as females, the impact of heterosexism on children and adults, and relationships between gender and other social characteristics such as race and ethnicity. Students are encouraged to bring in topics of particular interest and to use the course to explore practical problems and issues.
N. Bascia

TPS3047H Research Seminar on Leadership and Educational Change

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.
Staff

TPS3052H Individual Reading and Research in Educational Administration: Doctoral Level

Description as for TPS1052H.
Staff

TPS3055H Democratic Values, Student Engagement, and Democratic Leadership

An examination and application of democratic values to issues of student engagement and leadership. The course will explore the relationship between student engagement and critical-democratic leadership, and the implications that arise for educational administration and curriculum from the nature of this relationship. This course should be of interest to both teachers and administrators.
J. Portelli

JCT2000H Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable.
NOTE: This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS.
L. Earl and R. Wolfe

JCT2001H Using Classroom Assessment to Enhance Student Learning

This course will focus on theory, research and practice connecting classroom assessment to student learning. It will include: 1) understanding a variety of classroom assessment strategies; 2) identify learning expectations and indicators; 3) matching assessment to expectations; 4) assessing students' work and 5) using feedback strategies for learning.
L. Earl and R. Childs

JCT2800H Advanced Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable.
NOTE: This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS.
L. Earl and R. Wolfe

Higher Education Program

Daniel W. Lang, Ph.D. (Toronto)
Program Coordinator and Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed from Sociology and Equity Studies in Education
(gender and education; work, cultures, and careers of teachers and academics; teacher education; sociology of education; higher education)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor
(comparative higher education; international academic relations; higher education in Asia)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor and Vice-President, Human Resources, University of Toronto
(learning and learning systems in higher education; continuing education; access and equity issues in higher education; human resource issues in higher education)

Glen A. Jones, Ph.D. (Toronto)
Associate Professor and Associate Dean, Graduate Studies
(systems and politics of higher education in Canada)

Berta Vigil Laden, Ph.D. (Stanford)
Associate Professor
(higher education access and equity for students; faculty; organizational governance and structures; community colleges; student development; qualitative research theory and methods)

Jamie-Lynn Magnusson, Ph.D. (Manitoba)
Associate Professor
(higher education teaching, learning; critical pedagogy; inquiry methods; cognition; motivation; assessment)

Linda Muzzin, Ph.D. (McMaster)
Associate Professor, cross-appointed to Public Health Sciences, University of Toronto
(professional education; sociology of the professions; knowledge production; research theory and methods)

Roxana Ng, Ph.D. (Toronto)
Associate Professor, cross-appointed from Adult Education and Counselling Psychology
(feminist, anti-racist and anti-colonial studies; immigrant women and globalization; health, body and embodied learning; social movement learning; integrative approaches to equity in education; qualitative methods, especially feminist research and institutional ethnography)

Charles Pascal, Ph.D. (Michigan)
Executive Director, Atkinson Charitable Foundation
(policy and higher education; leadership, organizational development and higher education)

Saeed Quazi, Dip.T. & R.P. (Toronto)
Associate Professor
(strategic and long-range planning at the system and institution levels; university and college administration; human resource planning and forecasting)

Michael L. Skolnik, B.Phil. (Oxford)
Professor, William G. Davis Chair in Community College Leadership, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education systems; the university and society; higher education policy)

David Wilson, Ph.D. (Syracuse)
Professor; cross-appointed from the Department of Curriculum, Teaching and Learning
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; the role of international agencies in development)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor
(the law and higher education)

Professor Emeritus

Cicely Watson, Ph.D. (Harvard)

Associated Instructors

Zubin Austin, Ph.D. (Toronto)
Assistant Professor, Faculty of Pharmacy
(learning and development in the health professions)

Paul Axelrod, Ph.D. (York)
Professor and Dean, Faculty of Education,
York University
(history of higher education in Canada)

Helen P. Batty, M.D. M.Ed. (Toronto)
Associate Professor, Department of Family and Community Medicine, University of Toronto
(faculty development; instructional development; clinical professional education)

Michael Cusimano, Ph.D. (Toronto)
Assistant Professor, Department of Surgery, University of Toronto
(measurement of clinical competence)

Vanaja Dhruvarajan, Ph.D. (Chicago)
Senior Scholar and Professor of Sociology
University of Winnipeg
(globalization, gender and anti-racism)

Peter Dietsche, Ph.D. (Toronto)
Director of Research
(student development; educational excellence; organizational change; strategic planning)

Roy F. Giroux, Ph.D. (Wayne State)
Vice President - Emeritus, Humber College of Applied Arts and Technology
(administration of the community college; the community college; student development; leadership)

Robert A. Gordon, Ed.D. (Massachusetts)
President, Humber College Institute of Technology and Advanced Learning
(the community college, leadership and administration in higher education)

Stanley John Hamstra, Ph.D. (York)
Director, Office of Surgical Education,
University of Toronto
(medical education; surgical skills curriculum)

Michael J. Hatton, Ph.D. (Toronto)
Assistant Principal, Humber College of Applied Arts and Technology
(the community college)

Robert Hilliard, Ed.D. (Toronto)
Professor, Paediatrics, Hospital for Sick Children and the University of Toronto
(professional development)

Avi Hyman, Ed.D. (Toronto)
Education Commons and Department of Theory and Policy Studies
(administrative policies and practice related to educational technology in higher education and K-12)

Merle Jacobs, Ph.D. (York)
Assistant Professor, Department of Sociology, York University
(employment equity for racial minorities and Aboriginal people in Health Care)

Katharine Janzen, Ed.D. (Toronto)
Associate Vice President, Seneca College
(leadership and change in education; teaching/learning strategies; theory and practice of curriculum development)

Heather Lane, Ph.D. (Bowling Green)
Director of Student Life, University of Guelph
(student development; student residential life)

Lorelei Lingard, Ph.D. (Simon Fraser)
Assistant Professor, Paediatrics, Hospital for Sick Children and the University of Toronto
(communication in health professional settings; qualitative research methods)

Geraldine (Jody) Macdonald, Ed.D. (Toronto)
Senior Lecturer & Chair, Undergraduate Program, Faculty of Nursing, University of Toronto
(new faculty developmnent; course design; holistic and transformational learning)

Geoffrey Norman, Ph.D. (McMaster)
Professor, cross-appointed from the Department of Clinical Epidemiology and Biostatistics, McMaster University
(problem-based learning and educational measurement)

Terry O'Banion, Ph.D. (Florida State)
President Emeritus, League for Innovation in the Community College
(community college leadership)

Julia Pan, Ph.D. (Toronto)
Senior Research Officer
(comparative higher education)

Peeter Poldre, Ed.D. (Toronto)
Associate Professor, Department of Medicine, University of Toronto
(medical education)

J. Robert S. Prichard, LL.M. (Yale)
Professor of Law, University of Toronto
(Canadian higher education; public policy formation)

Dennis Raphael, Ph.D. (Toronto)
Associate Professor, Health Policy and Management, York University
(health effects of income inequality and poverty; the quality of life of communities and individuals)

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto
(cognitive theory in medical education)

Richard K. Reznick, M.Ed. (Southern Illinois)
Associate Professor, Faculty of Medicine, University of Toronto
(medical education)

Dorothy Goldin Rosenberg, Ph.D. (Toronto)
Volunteer Education Co-ordinator, the Women's Healthy Environments Network (WHEN)
(transformative higher education and feminist activism for sustainability)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

Stacey J. Young, Ph.D. (Toronto)
Policy Analyst, Ontario Ministry of Training, Colleges and Universities
(public policy and higher education; higher education finance policy; history of higher education in Ontario; student aid systems

Degrees

Master of Education

The Higher Education Program offers an M.Ed. in Higher Education as well as an M.Ed. in Health Professional Education. The programs can be completed on either a full-time or part-time basis. Students in the M.Ed. in Higher Education are required to pursue the M.Ed. **Option I** program of study and students in the M.Ed. in Health Professional Education will normally register in the M.Ed. **Option II** program of study. Professor Linda Muzzin can provide more information on the M.Ed. in Health Professional Education.

Degree Requirements:

Option I (M.Ed. in Higher Education)

a) a full course, TPS1803Y - Recurring Issues in Postsecondary Education
b) eight half-courses, of which at least three must be in Higher Education
c) a written comprehensive examination

Option II (M.Ed. in Health Professional Education)

a) a full course, TPS1803Y - Recurring Issues in Postsecondary Education
b) six half-courses, of which at least two must be courses in the Health Profession Education Field and two must be courses in general Higher Education;
c) a research project (Masters Research Paper)
d) a written comprehensive examination

Master of Arts

The requirements for the M.A. degree program can be ompleted on either a full-time or part-time basis. While ll students must take one full-year core course, there is considerable freedom to create an individualized program of study under the supervision of a faculty advisor. All tudents also have the opportunity to take some courses in other graduate departments within OISE/UT and the University of Toronto.

Degree Requirements:

a) a full course, TPS1803Y - Recurring Issues in Postsecondary Education
b) six half-courses, of which at least three must be in Higher Education
c) a thesis
d) a written comprehensive examination

Off-Campus and Distance Education Courses

Some sections of existing courses are offered off-campus and by computer conferencing in order to make them available to people in localities far from Toronto. The admission requirements are the same for off-campus courses as for regular on-campus courses. Information materials for both off-campus and on-campus courses will be available at **<www.ro.oise.utoronto.ca>** in March. New applicants should apply by December 1, 2004.

Doctor of Education

The Ed.D. degree program may be taken full-time or part-time. However, a minimum of one year of full-time study is required.

Degree Requirements

a) a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A. degree. Normally they would include:
    - a full course TPS1803Y - Recurring Issues in Postsecondary Education
    - at least three half-course equivalents in Higher Education
    - a half-course in research methodology approved by the faculty advisor
b) a written comprehensive examination and a doctoral specialization examination
c) a thesis reporting the results of original research.

Community College Leaders Research Area

In 1998, the Doctor of Education in Higher Education for Community College Leaders was initiated. The admission and degree requirements for the Community College Leaders research area are generally the same as for the regular Ed.D. degree program. The main differences are:

a) the Community College Leaders research area is focussed on the study of community colleges
b) is delivered in a cohort format
c) requires two consecutive Summer Sessions of full-time attendance. Full-time registration must be maintained from September through August each year thereafter.

For more information about the Community College Leaders research area, contact:
Michael Skolnik, Theory and Policy Studies in Education
Email: mskolnik@oise.utoronto.ca
OR
Roy F. Giroux, Humber College
Telephone: 416-675-6622 ext. 4483

Doctor of Philosophy

The Ph.D. degree program is taken on a full-time basis. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required.

Degree Requirements

a) a minimum of six half-courses beyond the M.A. or M.Ed. degree in Higher Education. Normally these would include:
  - four half-courses in Higher Education including the full course TPS1803Y - Recurring Issues in Postsecondary Education (unless exemtion is granted for prior study) as well as a half-course in research methodology approved by the faculty advisor
  - two half-courses that may be selected from this Program, or from any department of OISE/UT, or from another graduate department of the University of Toronto, with the approval of the faculty advisor.

b) a written comprehensive examination and a doctoral specialization examination;

c) a thesis reporting the results of original research.

Further information is available from:

Dan Lang, Program Coordinator
Telephone: 416-923-6641 ext. 7116
E-mail: dan.lang@utoronto.ca

Courses

The following list demonstrates the range of courses offered within the Higher Education Program. Not all of the courses listed are offered in any given year.

TPS1801H The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.

Staff

TPS1802Y Theory in Higher Education

This course surveys different theoretical approaches to the study of higher education and knowledge construction focussing on key authors in each tradition. Different theoretical perspectives in the higher education literature include the political economic, social psychological, critical (neomarxist, feminist, anti-racist, anti-colonial), and postmodern and poststructural, as well as writing based on scientific metaphors. Students will begin to identify the often unarticulated theoretical assumptions of writing in higher education, as well as to examine how theory is used by various writers and researchers in this field. The course is intended to assist students in choosing appropriate theoretical frameworks for their thesis or project research.

L. Muzzin

TPS1803Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.

Staff

TPS1804H Issues in Medical/Health Professional Education

This course is intended to enable students to identify and analyze major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.

Staff

TPS1805H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name 'community college'. Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.

Staff

TPS1806H Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.

G.A. Jones

TPS1807H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analyzed and compared with counterpart activities in other jurisdictions of Canada and the United States.

NOTE: This course with a systems focus complements TPS1811H, which has an institutional focus.

S. Quazi and D.W. Lang

TPS1808H Research in Health Professional Education

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects.

NOTE: The course is designed for students enrolled in the M.Ed. specialization in health professional education.

Staff

PS1809H Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.
D.W. Lang

TPS1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are amongst the methods that will be presented.
A. Rothman

TPS1811H Institutional Research and Planning

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level.
NOTE: This course with an institutional focus complements TPS1807H which has a systems focus.
D.W. Lang

TPS1812H Education and the Professions

This course reviews theoretical debates regarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include the implications of globalization of the professions, diversity in the professions and the 'entrepreneurial university' and the professions. Perspectives of practitioners as well as faculty teaching in the professions are considered.
L. Muzzin

TPS1813H Issues in Cognitive and Educational Psychology: Implications for Health Professional Education

This seminar course addresses a number of findings and theories in cognitive and educational psychology that are relevant to health professional education. Topics include theories of expert skills such as classification, problem solving, decision making, and technical expertise, as well as theories of expert development and their applications to health professional education. The course is designed around readings from the cognitive and educational psychology literature and relevant readings from the health professional education literature.
G. Regehr

TPS1814H Curriculum in Institutions of Higher Education

This course examines the logic and current practices related to curriculum design in postsecondary educational institutions.
J.L. Magnusson

TPS1815H Teaching in Institutions of Higher Education

This course examines the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
Staff

TPS1817H Nurturing Professional Education

This course begins with the contemporary critique of professional education as ivory towerish, reductionist, exclusionary and monocultural and examines proposals for more practice-based, holistic, inclusionary and emancipatory approaches. Proposals for revitalizing professional education in the new millennium have emerged from a variety of theoretical orientations, including social psychological, critical, postcolonial and poststructural. In this course, we will focus on the writings of Freire, Bertell, Schon, Noddings, Nightingale, Watson, Shiva, Harding, Haraway and Smith.
L. Muzzin

TPS1818H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
Staff

TPS1819H Governance in Higher Education

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.
M.L. Skolnik

TPS1820H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session OISE/UT course schedules.
Staff

TPS1821H Institutional Differentiation in Postsecondary Education

This course will examine the nature of institutional differentiation in postsecondary education, theories which have been advanced to explain observed trends and patterns in institutional differentiation, and policy implications. Particular attention will be given to the following distinctions: degree and non-degree; public and private; comprehensive and

special mission; education sector and non-education sector; traditional and nontraditional; and teaching centered and learning centered. The course will look also at comparative study of institutions as an analytical tool in the study of postsecondary education.
M.L. Skolnik

TPS1822H The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.
Staff

TPS1824H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of 'educational specifications', facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.
S. Quazi and D.N. Wilson

TPS1825H Comparative Education Theory and Methodology

This course provides an overview of the evolution of comparative education as a field of study, covering historical-philosophical, positivistic, phenomenological and neo-Marxist approaches to the field. It also looks at how comparative education scholars have responded to the literature of postmodernism and globalization. Central themes of the course are the purpose of comparative education, the impact of diverse views of social change, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.
R.E.S. Hayhoe

TPS1826H Comparative Higher Education

This course provides an overview of the field of comparative higher education, beginning with perspectives from the different civilizations which fostered higher learning in the pre-modern era. It considers theories from comparative education and disciplines such as history, sociology and anthropology as they apply to understanding higher education in global context. It also takes both a regional and a thematic approach in looking at higher education across different societies. Themes covered in the course include gender in higher education, curricular patterns across different societies, student issues and the relation of higher education to the state.
R.E.S. Hayhoe

TPS1827H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.
G.A. Jones

TPS1828H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.
J.L. Magnusson

TPS1829H Higher Technological Education and Training: A Comparative Perspective

This course will examine postsecondary Technical, Vocational and Technological Education from a comparative perspective. Comparisons will be made between educational and training systems in industrialized, newly-industrializing, and developing nations in order to discover patterns, similarities and differences.
D.N. Wilson

TPS1830H Systematic Educational Planning for the Health Professions: Part One: Overview

This course introduces a systematic approach to planning, implementing, and evaluating programs in health professional education. Assessment of learning needs, setting learning objectives, selecting learning methods and evaluating student performance and the program are stressed, as are the goals of maximizing student learning and implementing change. Self-instructional modules, home assignments, application to a personal project and small group peer discussion are used to meet course objectives.
Staff

TPS1831H Systematic Educational Planning for the Health Professions: Part Two - Further Development

This course is a continuation of Part One. It builds on the systematic educational planning model introduced in Part One. Students have the opportunity for more in-depth study of concepts related to implementing curricular reform in the health professions, specifically in the area of selection and development of learning methods to improve learning outcomes, and on development of valid student and program evaluation methods. Further development of a major educational project is once again a focal point, along with facilitated discussion and study using self-instructional modules and supplementary resources.
Staff

TPS1832H East Asian Higher Education

This course examines traditions of scholarship and scholarly institutions in East Asia, relating them to such major religious and philosophical perspectives as Confucianism, Buddhism, Taoism and Shintoism. Modern universities and higher education systems in China and Japan are analyzed comparatively, as they drew upon Western models of the university, yet also incorporated aspects of their own traditions. Comparison with the higher education of other East Asian societies will also be encouraged. The course will enable students to grasp the main lines of difference between higher education in East Asia and the West, as well as differentiate some of the threads that have contributed to diversity within the region.
R.E.S. Hayhoe

TPS1840H Economics of Higher Education

An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.
D. W. Lang

TPS1841H Public Finance and Higher Education

Public finance will be used as the frame of reference for studying efficiency, equity, accountability and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. After presenting theories of planning and resource allocation in the public sector, the course will illustrate them through particular case studies.
D.W. Lang

TPS1842H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human resources aspects of planning in higher education.
M. L. Skolnik

TPS1843H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M.A. Zuker

TPS1852H Individual Reading and Research in Higher Education: Master's Level

Individual Reading and Research courses are taken as specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

TPS3806H Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.
R.E.S. Hayhoe

TPS3810H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.
R.E.S. Hayhoe

TPS3820H Special Topics in Higher Education: Doctoral Level

Description as for TPS1820H.
Staff

TPS3852H Individual Reading and Research in Higher Education: Doctoral Level

Description as for TPS1852H.
Staff

Other courses accepted for credit

(For descriptions, see relevant department course listings)

NOTE: The following courses are accepted for credit in Higher Education:

AEC1114	Comparative and International Perspectives in Adult Education
AEC1131	Teaching, Learning, and Working in Nonprofit Organizations
AEC1146	Women, Globalization and Citizenship
AEC1173	Creativity and Wellness: Learning to Thrive
AEC1181	Embodied Learning and Qi Gong
AEC1207	Counselling Topics in Sexual Orientation and Gender Identity/Diversity
AEC3104	Political Economy of Adult Education in Global Perspectives
AEC3140	Post-Colonial Relations and Transformative Education
AEC3173	Effecting Change: Creating Wellness
AEC3211	Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
LAW384	Intellectual Property
SES3932	Contemporary Perspectives on Women and Higher Education
TPS1412	The History of Women and Higher Education

NOTE: Higher Education students may choose one of the following courses to fulfill their methods requirement for the doctorate:

Adult Education and Counselling Psychology

AEC1145	Participatory Research in the Community and the Workplace

Curriculum, Teaching and Learning

CTL1108	The Phenomenological Curriculum
CTL1112	Interpretive Research Methods in Holistic and Aesthetic Education
CTL1306	Qualitative Research Methods in Education: Concepts and Methods
CTL1804	The Linguistic Analysis of Interaction in Educational Settings
CTL1861	Critical Ethnography
CTL2808	Intermediate Statistics and Research Design
CTL4801	Narrative and Story in Research and Professional Practice
CTL4802	Doctoral Seminar in Qualitative Research on Teaching

Human Development and Applied Psychology, OISE/UT:

HDP3201	Qualitative Research Methods in Human Development and Applied Psychology

Sociology and Equity Studies in Education, OISE/UT:

SES1905	Qualitative Approaches to Sociological Research in Education
SES3930	Advanced Seminar on Feminist Methodology and Education

Department of Public Health Sciences, University of Toronto:

CHL5111	Qualitative Research Methods
CHL5115	Topics in Qualitative Research

Faculty of Nursing, University of Toronto:

NUR1024	Qualitative Research: Foundations, Methods and Designs

History and Philosophy of Education Program

There are two Fields of Specialization within the History and Philosophy of Education Program:

- **History of Education**
- **Philosophy of Education** (page 164)

Each field offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees.

Interdepartmental Research Areas

Students may participate in the following Interdepartmental Research Areas:

- Gender Equity in Education (page 175)
- Transformative Learning (pages 176 - 177)
- Women's Studies/Feminist Studies (page 177)

Collaborative Graduate Degree Programs

Students may also enrol in the following collaborative programs which allow them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department and the collaborative program.

- Comparative, International and Development Education (see pages 170 - 171)
- Graduate Collaborative Women's Studies (GCWS), (see page 172)

History of Education Field

Cecilia Morgan, Ph.D. (Toronto)
Associate Professor, Associate Chair and Program Coordinator
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

David Levine, Ph.D. (Cambridge)
Professor
(history of education with special reference to social modernization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; historiography of the history of education)

uth W. Sandwell, Ph.D. (Simon Fraser)
ssistant Professor
history of education in rural Canada; history of the family; opular culture and education in Canada; material culture in he history of family education; historical consiousness in anada)

lizabeth M. Smyth, Ed.D. (Toronto)
ssociate Professor, cross-appointed from Curriculum, eaching and Learning
history of education in Canada; in Ontario; history of achers; gender and the history of Canadian education)

arold M. Troper, Ph.D. (Toronto)
rofessor
Canadian social history; immigration; education of ethnic nd minority groups; American history; history of education)

rofessors Emeriti
uth Roach Pierson, Ph.D. (Yale)
lison Prentice, Ph.D. (Toronto)
tephen T. Rusak, Ph.D. (Alberta)

egrees

tudents may register for the M.Ed., M.A., Ed.D., or h.D. degree in the History of Education field of special-ation. The M.Ed. and Ed.D. degrees are intended rimarily for educational practitioners while the M.A. and h.D. degrees are intended for research-oriented scholars ho wish to apply their discipline to education. All degree rograms require a thesis except the M.Ed, which requires major research paper. The Ed.D. has a minimum period f full-time study. The M.Ed. and M.A. may be pursued n a full- or part-time basis. The Ph.D. must be ndertaken on a full-time basis.

n addition to the Minimum Admission and Degree equirements (see pages 22 - 28), M.A. and Ph.D. pplicants are normally expected to have a substantial ndergraduate concentration in history. Candidates with ndergraduate concentrations in one or more of several ognate disciplines in the social sciences, arts and umanities will also be considered for admission.

aster of Education

he M.Ed. degree in History of Education is pursued nder **Option II** (eight half-courses plus a major research aper). (See the Minimum Admission and Degree equirements section, pages 22 - 28, for admission and ther degree requirements.) Students are expected to take t least four half-courses in History of Education, one of hich must include TPS1460 (History and Educational esearch).

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 22 - 28, for admission and degree requirements.) Applicants to this degree program are expected to have a clearly defined research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations other than History of Education in their master's degree are required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the History of Education M.Ed. or M.A.) consist of eight half-courses, a minimum of one year of full-time study on campus and a thesis. Preferably, the required year of full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core requirements include two mandatory Ed.D. seminars (TPS3490 - Ed.D. Seminar in the History of Education: I, and TPS3491 - Ed.D. Seminar in the History of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

NOTE: All Ed.D. students who began their program of study after July 1, 1992, are required to take a comprehensive examination.

Master of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in history may be admitted to a one-year program of study comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among History of Education course offerings and those accepted for credit in this degree program. (See pages 160 - 163.)

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. (See Minimum Admission and Degree Requirements section, pages 22 - 28 for admission and other degree requirements.)

Doctor of Philosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in History of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a six half-course (plus thesis) program of study. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will be required to establish equivalency with the OISE/UT master's degree program. This may entail the addition of courses beyond the minimum six half-courses required for the Ph.D. Applicants who have taken graduate courses with substantial history of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application. All Ph.D. candidates are required to write a comprehensive examination.

Core Course Requirements

Candidates for the M.A., Ed.D. and Ph.D. degrees with a specialization in History of Education are required to take TPS1419 unless it (or an equivalent) has been taken previously. Candidates for the M.Ed. degree with a specialization in History of Education are required to take TPS1460 (History and Educational Research).

Departmental Research Areas

To guide students in selecting their research areas of interest, the History of Education Field offers the following thematic foci:

Feminist Studies

SES1983 and TPS courses: 1412, 1418, 1421, 1426, 1430, 1488, 3417 and 3418.

History of Women and the Family in Education

TPS courses: 1412, 1415, 1418, 1421, 1422, 1426, 1428 1429, 3418, 3423.

Immigration, Ethnicity, and Multiculturalism in Education

TPS courses: 1415, 1421, 1424, 1428, 1429, 3428.

The Origins of Modern Schooling

TPS courses: 1400, 1401, 1403, 1405, 1415, 1420.

Theory and Practice of Schooling

TPS courses: 1400, 1401, 1403, 1405, 1407, 1408, 1460.

Courses

The following list demonstrates the range of courses offered within the History of Education field. Not all of the courses listed are offered in any given year.

A course is identified with History of Education when the prefix is TPS and the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 o 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs of study as well.

TPS1400H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.

D. Levine

TPS1401H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the contex of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.

H.M. Troper

TPS1403H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education". Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic

egion, Quebec, Ontario, Western region. Additional topics o be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of he ongoing criticism of Canadian education (in historical erspective).
.M. Smyth

PS1404H History of Rural Education in Canada
efore 1921, the majority of Canadian families lived outside f cities. This course will examine institutional structures, opular responses, and community involvement, and the vays that these factors interacted as state-run compulsory chooling was slowly accepted.
. Sandwell

PS1405H History of Education and Film: Selected opics
his course is primarily designed for those with little or no ackground in historical research. It examines a variety of vays in which cinema is relevant to the study of education nd contemporary society. Students will be introduced to the nterpretive questions of evaluation, representation, and inderstanding.
.M. Troper and D. Levine

TPS1406H Sexuality and the History of Education
This course explores the history of identity and the politics of he body which have been central elements in socialization ind education in all societies.
D. Levine

TPS1412H The History of Women and Higher Education
This course explores the growing historical literature on vomen and institutions of advanced education. Topics nclude: the nineteenth-century academy and women's college movement; women and public secondary schooling; he admission of women to universities; women's experience of higher education in the twentieth century.
Staff

TPS1415H The History of the Teaching Profession
This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
Staff

TPS1416H Ontario Education
This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.
E.M. Smyth

TPS1418H The Role of Education in Theories of Women's Emancipation: I
Feminist traditions, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the seventeenth century to the end of the nineteenth century.
Staff

TPS1419H Historiography and the History of Education
Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field is discussed with reference to the central problems of history of education.
NOTE: TPS1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the History of Education.
D. Levine

TPS1420H European Popular Culture and the Social History of Education: I
This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

TPS1421H The History of Women and Education
An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
R. Sandwell

TPS1422H Education and Family Life in the Modern World: I
The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

TPS1423H The History of the Family in Canada
Although modern Canadians usually associate the family with the personal and private aspects of their lives, the institution of the family has also been at the centre of Canada's economic, political and cultural structures for hundreds of years. This course will focus on the changing and varied

relations among many different kids of parents, children, and the larger social formations within which they lived, emphasizing educational experiences and framing family life in the wider contexts of Canadian history.
R. Sandwell

TPS1424H Religion, Ideology, and Social Movements in the History of North American Education
A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H.M. Troper

TPS1425H Class Formation and Its Relation to the Schools
A review of selected topics and themes in the history of working people and the schools, drawn from the nineteenth and twentieth-century British, Canadian, and American contexts. This course will examine areas such as working-class communities' relationships to schools, the moral regulation of working-class students, and the class position and identities of teachers. We will also explore alternative forms of working-class schooling, such as adult education, and themes in popular culture. We will also examine areas such as working-class households and communities and their relations to schools. The course will pay attention to the relation of gender to working-class culture and will draw upon new scholarship that examines the relation of working peoples to imperialism, ethnicity, and race.
C. Morgan

TPS1426H The History of Gender and Education in Canada
This course explores the changing dimensions of gender relations in Canada from the late 18th to the 20th century. It will examine selected social, cultural, economic, and political developments, shifting meanings of femininity and masculinity in these developments, and their effect on formal and informal forms of education.
C. Morgan

TPS1427H History and Commemoration: Canada and Beyond, 1800s - 1990s
This course will examine historical literature that looks at the different ways in which historical commemorations and historical memory have been forged, the hegemonic meanings of the past created by elites, and the contestation of those meanings by those often formally excluded from these processes: women, members of ethnic and racialized groups, and the working classes. We will look at areas such as state commemorations and the creation of 'tradition', the development of museums, historical tourism, and the designation of monuments and battlefields as sites of national memory. The course will conclude with an exploration of current debates over the place of 'history' in the schools and universities.
C. Morgan

TPS1428H Immigration and the History of Canadian Education
A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H.M. Troper

TPS1429H Ethnicity and the History of Canadian Education
A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.
H.M. Troper

TPS1430H Gendered Colonialisms, Imperialisms and Nationalisms in History
This course explores the ways in which gender relations have been an integral part of colonial and imperial expansion and national identities, from the mid-18th to the mid-20th centuries. We examine both how gender relations helped structure these historical developments and how gender relations were subject to change in various colonial contexts (including 'settler societies' such as Canada). The course readings explore the uneven and historically contingent ways in which processes of colonial and national expansion created new forms of gender asymmetry in both colony and metropole.
C. Morgan

TPS1448H Popular Culture and the Social History of Education: II
This course examines a range of themes in the history of education and popular culture, drawn from the nineteenth and twentieth-century British, Canadian, and American contexts. Topics that will be covered include the impact of the growth of literacy and the spread of the popular press, consumption and advertising, and commercial exhibitions and museums as sites of popular education. We will also explore the relationship of various levels of the state and of capitalism to popular culture and the relation of 'high' culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.
C. Morgan

TPS1452H Individual Reading and Research in the History of Education: Master's Level
This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not

provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1460H History and Educational Research
A seminar course required of all M.Ed. students in History of Education, normally taken at or near the beginning of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.
Staff

TPS1461H Special Topics in History of Education
This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS3418H The Role of Education in Theories of Women's Emancipation: II
This course is designed as a follow-up to TSP1418H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
Staff

TPS3423H Education and Family Life in the Modern World: II
This course is designed as a follow-up to TPS1422H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.
Prerequisite: TSP1422H or permission of instructor.
D. Levine

TPS3428H Minority Concerns and Education in Canadian History: Selected Topics
A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: TSP1428H, TSP1429H, or permission of instructor.
H.M Troper

TPS3452H Individual Reading and Research in the History of Education: Doctoral Level
Description as for TSP1452H.
Staff

TPS3461H Special Topics in History of Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3490H Ed.D. Seminar in the History of Education: I
This is a required research seminar for Ed.D. candidates involving consideration of the problems of historical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3491H Ed.D. Seminar in the History of Education: II
See description for course TSP3490H.
Staff

TPS3494H Doctoral Practicum in the History of Education: I
This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3495H Doctoral Practicum in the History of Education: II
See description for course TSP3494H.
Staff

Other courses accepted for credit

The following courses are accepted for credit in the History of Education field. For descriptions, see relevant department course listings.

Higher Education

TPS1801H	The History of Higher Education in Canada: An Overview
TPS1820H	The section titled: The University in an International Context: Ethics, Human Rights, Politics
TPS1822H	The Idea of the University and the College

Sociology and Equity Studies in Education

SES1904H	Sociological Theory in Education
SES1983H	Gender and Historical Sociology

Philosophy of Education Field

Dwight Boyd, Ed.D. (Harvard)
Professor and Program Coordinator
(ethical issues in education; philosophical issues related to gender, culture and race in education; critical social philosophy of education; moral education)

Megan Boler, Ph.D. (University of California Santa Cruz)
Associate Professor
(philosophy of technology; media and education; continental philosophy; feminist and post structural philosophy; social justice in education; cultural studies; critical theory)

Maureen Ford, Ph.D. (Toronto)
Assistant Professor
(poststructuralist and postmodern philosophies of education; epistemological issues in education; discourse analysis of subjectivity; feminist pedagogy; gender analysis and critical theory)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(analysis of teaching; classroom epistemology; epistemology of subject matter; world views and teaching; pedagogical knowledge; teachers'professional development)

John Portelli, Ph.D. (McGill)
Professor
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice)

Professors Emeriti
Deanne Bogdan, Ph.D. (Toronto)
Dieter Misgeld, Dr. Phil. (Heidelberg)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in the Philosophy of Education field of specialization. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners, while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed. which requires a major research project/paper. The Ed.D. has a minimum period of required full-time study. The M.Ed. and M.A. may be pursued on a full- or part-time basis. The Ph.D. must be undertaken on a full-time basis.

In addition to the Minimum Admission and Degree Requirements (pages 22 - 28), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Master of Education

The M.Ed. degree in Philosophy of Education is pursued under **Option II** (eight half-courses plus a major research paper). (See the Minimum Admission and Degree Requirements section, pages 22 - 28 for admission and other degree requirements.) Students are expected to take at least four half-courses in Philosophy of Education.

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 22 - 28, for admission and degree requirements.) Applicants to this degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

Applicants with specializations in their master's degree other than Philosophy of Education may be required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the degree program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the Philosophy of Education M.Ed. or M.A. specialization) consist of eight half-courses (some or all of which may be taken part-time), a minimum of one year of required full-time study on campus, and a thesis. Preferably, the year of required full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing. All Ed.D. students are required to take a comprehensive examination.

The core requirements include two mandatory Ed.D. seminars (TPS3480 - Ed.D. Seminar in the Philosophy of Education: I, and TPS3481 - Ed.D. Seminar in the Philosophy of Education: II), normally taken during the year of required full-time study and TPS1440 - An Introduction to Philosophy of Education, unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the Graduate Department of Philosophy, may upon approval be substituted for Philosophy of Education courses. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

Master of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in philosophy may be admitted to a degree program comprising six half-courses and a thesis. In this degree program, TPS1440 - An Introduction to the Philosophy of Education, is mandatory unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 165 - 168.)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to take some additional courses. They are encouraged to submit, with their application, descriptions or outlines of courses that show content related to philosophy. (See Minimum Admission and Degree Requirements section, pages 22 - 28 for admission and other degree requirements.)

Doctor of Philosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in Philosophy of Education or its equivalent (including a thesis or equivalent major research paper), may be admitted to a degree program comprising six half-courses and a thesis. In this degree program, TPS1440 - An Introduction to the Philosophy of Education, is mandatory unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 165 - 168.) If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in Philosophy of Education will be required to establish equivalency with the OISE/UT master's degree. This may entail the addition of courses beyond the minimum six half-courses required for the Ph.D. Applicants who have taken graduate courses with substantial Philosophy of Education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

NOTE: All Ph.D. candidates are required to write a comprehensive examination.

Courses

The following list demonstrates the range of courses offered within the Philosophy of Education field. Not all of the courses listed are offered in any given year.

A course is identified with Philosophy of Education when the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

TPS1432H Knowledge, Mind, and Subjectivity
This course investigates knowledge, knowing, and knowing subjects as they are represented in modern and postmodern educational theory and practices. The course is designed to facilitate educators' self-reflection on questions of learning and teaching, constructions of knowledge and knowers, and the implications of power/knowledge. Selected topics include: the impact of constructivism on teaching; problems of epistemic dominance and marginalization (Whose knowledge counts?); and representations of learning (styles; ability/disability).
M. Ford

TPS1433H Freedom and Authority in Education
This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
J. Portelli

TPS1435H Democracy and Education
The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.
Staff

TPS1436H Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, and education regarding the meaning of modernity will be discussed. Theories of modernity and 'post-modern' critiques of them will be reviewed. Experiences around the world of various types of crisis (human rights, ecological, cultural) may be considered.
Staff

TPS1438H Democratic Approaches to Pedagogy

This course explores the theoretical and practical aspects of democratic approaches to pedagogy by critically discussing selected writings of some of the major 20th century philosophers of education and educationists (e.g., John Dewey, Paulo Freire, Jane R. Martin, A.S. Neill, Bertrand Russell, bell hooks, and Iris Young). The exploration of this topic will also include a critical discussion of case studies arising from real classroom contexts.
J. Portelli

TPS1439H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.
D.R. Boyd

TPS1440H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education, focusing on four questions constituting the core of the field of study. These questions will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from both traditional representatives such as Aristotle, Plato, Locke, Rousseau, Kant, Dewey, Russell, and Whitehead, and more recent critical developments and 'counterpoints' to the tradition.
M. Ford

TPS1441H Philosophical Dimensions of Moral Education

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of the teacher in moral education is emphasized and examined in light of interpretations within different approaches and as shaped by theoretical conceptions of the moral realm and views of the objectivity of value judgment. Issues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter theoretical problems.
D.R. Boyd

TPS1442H Cultural and Racial Difference in Education: Philosophical Perspectives

This course will focus on moral problems that arise when educators seek to address cultural and racial difference and to respect diversity. Such problems will be explored in the context of curriculum choices, teachers' integrity, cultural conflicts, race relations, and power differentials. Attention will be directed to underlying philosophical issues such as conceptions of the moral realm, moral certainty, the meaning and justification of valuing diversity, and indoctrination.
D.R. Boyd

TPS1446H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers - i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
J. Portelli

TPS1447H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
Staff

TPS1451H Theories of History and Social Inquiry in Education

This course consists of consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of

easoning in history; the relevance of history today; the pplication of the theories and models studied to the teaching of history and the social sciences; and related topics to be elected by members of the seminar.
Staff

TPS1453H Individual Reading and Research in the Philosophy of Education: Master's Level
This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a taff member, focusing on specialized topics of interest to ndividual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1462H Women, Literature, and Education
This course focuses on several ways in which literature relates o women and education with an emphasis on feminist concerns pertaining to literary interpretation and pedagogy, he ethics of literary reading, and the relationship between educational goals and a feminist literary consciousness.
Staff

TPS1465H Special Topics in Philosophy of Education
This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS1471H Critical Issues in Education: Philosophical Perspectives
This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each session (examples are: standardization and a common curriculum; common schooling and school choice; teacher testing and professional learning; safe schools and zero tolerance' policies; and controversial issues in the classroom). The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyze some of the underlying philosophical questions and stances.
J. Portelli

TPS3417H Research Seminar in Feminist Criticism, and Pedagogy
This course provides a forum for students with some background in feminism, literature, literary theory, feminist/critical pedagogy, and creativity, who wish to pursue a research topic in depth. Students should have in mind a relevant topic when they register.
NOTE: Limited enrolment.
Staff

TPS3441H Research Seminar in Moral Education: Part I
This is an advanced seminar based on topics covered by TPS1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
D.R. Boyd

TPS3443H Research Seminar in Moral Education: Part II
This is an advanced seminar based on topics covered by TPS1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
D.R. Boyd

TPS3447H Theories of Modernity and Education: I
Theories of modernity and of societal and political modernization will be reviewed and their limits will be considered. Basic arguments will be derived from more recent traditions in social theory, such as Frankfurt school social theory, neopragmatism, Foucauldian postmodernism and from some examples of Third world thought, especially Latin American thought. All these theories will be addressed with reference to some features of J. Habermas' theory of democratic modernization.
Staff

TPS3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level
Description as for TPS1453H.
Staff

TPS3465H Special Topics in Philosophy of Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3480H Ed.D. Seminar in the Philosophy of Education: I
This is a required research seminar for Ed.D. candidates involving consideration of the problems of philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3481H Ed.D. Seminar in the Philosophy of Education: II
See description for course TPS3480H.
Staff

TPS3484H Doctoral Practicum in the Philosophy of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3485H Doctoral Practicum in the Philosophy of Education: II

See description for course TPS3484H.
Staff

Other courses accepted for credit

The following courses are accepted for credit in Philosophy of Education. For descriptions, see relevant department course listings.

Curriculum, Teaching and Learning

CTL4008H Knowing and Teaching

Theory and Policy Studies in Education (Educational Administration Program)

TPS1024H	Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies
TPS3055H	Democratic Values, Student Engagement and Policy Studies

Collaborative Graduate Degree Programs

Addiction Studies

The graduate units of Adult Education and Counselling Psychology; Anthropology; Biomedical Engineering; Criminology; Information Studies; Medical Science; Pharmaceutical Sciences; Pharmacology; Psychology; Public Health Sciences; Social Work; and Sociology, in ollaboration with the Centre for Addiction and Mental Health, the Canadian Centre on Substance Abuse, and the Ontario Tobacco Research unit, participate in this collaborative program.

The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of ddictions, an area that includes the use and abuse of lcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours.

Master's students are required to take PAS3700H – Multidisciplinary Aspects of Additions, plus a half-year course from a list of approved courses, or a directed eading course. Doctoral students are required to take PAS3700H – Multidisciplinary Aspects of Additions, if hey have not already done so, plus one additional half-year course (not taken previously) from a list of approved courses, or a directed reading course. In addition, students must complete the degree requirements of their home department. For a list of approved courses please see the *School of Graduate Studies Calendar*.

NOTE: Students who successfully complete the program will have noted on their transcripts completion of the "Collaborative Program in Addiction Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

Gianeya Nesterova, Liaison Officer
Department of Adult Education and Counselling
Psychology
Telephone: 416-923-6641 ext.2552
E-mail: gnesterova@oise.utoronto.ca

MaryJane Ashley, CoPAS Director
Department of Public Health Sciences
Telephone: 416-978-2751
E-mail: maryjane.ashley@utoronto.ca

Aging and the Life Course

The Department of Adult Education and Counselling Psychology (AECP) as well as other University of Toronto departments, participate in the Collaborative Program in Aging and the Life Course, offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Students must apply to and register in either the Adult Education and Community Development Program or the Counselling Psychology Program within AECP, and follow a course of study acceptable to AECP and the Collaborative Program in Aging and the Life Course.

Admission Requirements

Applicants must meet the minimum OISE/UT requirements (see Minimum Admission and Degree Requirements section, pages 22 - 28), and the departmental requirements (as outlined on pages 35 - 61), clearly noting the program code on the Application for Admission Form A(1), section 18. Applicants must also forward application material to the Program Committee of the Collaborative Program in Aging and the Life Course. See the *School of Graduate Studies Calendar* for more information.

Program Requirements

Individual student programs of study must meet the requirements of both AECP (as outlined on pages 35 - 61) and the Collaborative Program. Master's students are required to take AGE2000H - Principles of Aging plus one elective from a list of approved courses. Doctoral students are required to take AGE 3000H Advanced Research Seminar in Aging and the Life Course plus one elective from a list of approved courses. For a list of approved courses please see the *School of Graduate Studies Calendar*. It is expected that the student's thesis or practicum (whichever is included in their program of study) would be in the area of aging and the life course.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed the Collaborative Program in Aging and the Life Course" in addition to the degree from the Department of Adult Education and Counselling Psychology.

Further information is available from:

Adult Education and Community Development Program
Ardra Cole
Telephone: 416-923-6641 ext. 2497
E-mail: acole@oise.utoronto.ca

Counselling Psychology Program
Lana Stermac
Telephone: 416-923-6641 ext. 2346
E-mail: lstermac@oise.utoronto.ca

Aging and the Life Course Collaborative Program
Suite 106, 222 College Street
University of Toronto
Toronto, Ontario M5T 3J1
Telephone: 416-978-0377
Fax: 416-978-4771
Website: www.utoronto.ca/lifecourse/collaborative

Comparative, International and Development Education

This Collaborative Graduate Program provides the opportunity for students enrolled in any of the four participating departments, while meeting all of the requirements for a degree from that department, to also receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The interests of students and faculty involved in this Program range from the development of teaching and learning programs and policies dealing with specific educational, social and economic problems to studies of the role of organized learning in the development of large social systems. The experience and interests of faculty permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives.

This program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems. It is available to students enrolling in the M.Ed., M.A., Ed.D., Ph.D. degrees and the relevant program in each of the four cooperating departments:

Adult Education and Counselling Psychology

- Adult Education and Community Development Program through the Community, International and Transformative Learning research area

Curriculum, Teaching and Learning

- Curriculum Program
- Measurement and Evaluation Program
- Second Language Education Program
- Teacher Development Program

Sociology and Equity Studies in Education

- Sociology in Education Program

Theory and Policy Studies in Education

- Higher Education Program
- History and Philosophy of Education Program

Academic coordination is provided by the Comparative, International and Development Education Centre (CIDEC). This Centre also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE/UT via a seminar series, print and electronic newsletters, a Resource Centre, and a small lounge.

Admission Requirements

Applicants should apply to the appropriate degree program in whichever of the four collaborating departments corresponds most closely to their general background and interests, clearly noting the program code on the Application for Admission Form A(1), section 18.

In addition to meeting the minimum OISE/UT requirements (see Minimum Admission and Degree Requirements section, pages 22 - 28), and departmental requirements as outlined elsewhere in this ***Bulletin***, applicants to this Collaborative Program are ordinarily expected to have had at least one to two years' experience working/living in cultural contexts other than urban southern Ontario (or similar settings), or to have had extensive experience working in multicultural educational settings (for children or adults).

Prospective applicants **are strongly advised** to contact the Collaborative Program Coordinator in advance of submitting their application, to discuss the relevance of their professional/life experience to their potential admissibility to this program, and its suitability to their own learning goals. Applicants are also strongly encouraged to forward a copy of the Application for Admission Form - A(1) and A(2) to the Comparative, International and Development Education Program Coordinator.

Program Requirements

Individual student programs of study must meet the requirements of both their home department (as outlined elsewhere in this ***Bulletin***) and the Collaborative Program. Normally, a careful selection of courses will satisfy this requirement without any additional course load.

Collaborative Program requirements include course elections from the Comparative, International and Development Education basic and specialization courses distributed within and across the collaborating lepartments), regular participation in, and contribution to he CIDEC Seminar Series, and (depending upon the legree program and department) preparation of a thesis, esearch paper, or comprehensive paper related to Comparative, International and Development Education, as certified by a participating faculty member from the home department.

NOTE: Students who successfully complete the program will have noted on their transcripts "Specialist in Comparative, International and Development Education" n addition to the degree from their OISE/UT lepartment.

Faculty Advisors

Students will be advised principally by faculty from their home department who also participate in the Collaborative Program. They may also seek advice and information from the Comparative, International and Development Education Centre. Core participating faculty include: K. Mundy (AECP); F.M. Connelly, J.P. Farrell and D.N. Wilson (CTL); G. Sefa Dei, R.B. Folson, D.W. Livingstone, C.P. Olson and N.N. Wane (SESE); S. Anderson and R. Hayhoe (TPS)

NOTE: In selecting a thesis supervisor, students are not estricted to faculty from their home department.

Further information is available from:
Joseph P. Farrell, Program Coordinator and Head of the Comparative, International, and Development Education Centre (CIDEC)
Telephone: 416-923-6641 ext. 2361
E-mail: jfarrell@oise.utoronto.ca

Developmental Science

The M.A./Ph.D. in the Collaborative Program in Developmental Science prepares students for academic and esearch careers in Developmental Science. This Program inks developmental psychology, cognitive science, biological approaches, educational psychology, and ntervention science, as applied to children and their families, to form a coherent program of studies dedicated o research on child development and its applications. This integration addresses a major shift within the field oward a cross-disciplinary approach to child development, centered in psychology but encompassing related lisciplines. The program includes faculty from the Department of Human Development and Applied Psychology and the Department of Psychology. See pages 111 - 112 for further information.

NOTE: Upon fulfillment of the program requirements, transcripts will denote completion of the Collaborative Program in Developmental Science in addition to the degree from their OISE/UT department.

Further information is available from:
Joan Grusec
Telephone: 416-978-7610
E-mail: grusec@psych.utoronto.ca

Environmental Studies

OISE/UT and the Institute of Environmental Studies (U of T) collaborate in M.A., M.Ed., Ph.D. and Ed.D. degree programs in Environmental Studies. This program is offered out of the Transformative Learning Centre (OISE/UT) and is administered in the departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education.

Typically, between two and four courses are chosen from the graduate courses listed with the Institute of Environmental Studies. Courses of particular interest include:

IES1001F	Environmental Decision Making
IES1002S	Environmental Management Case Studies
IES1200S	Current Issues of Environmental Change
IES1202S	Environmental Issues in Developing Countries
IES1700H	Ecological Economics
IES1701F	Environmental Law
IES1705F	Corporate Perspectives on the Environment
JPV1201S	Politics, Bureaucracy and the Environment
JPV2147F	Environmental Philosophy
MIE1901F	Technology, Society and the Environment

At the master's level, the arrangement is for students to take between two and four half-credit courses from the courses listed with the Institute of Environmental Studies. Internships for students in this program are sometimes available through the Institute for Environmental Studies. The remaining courses are to be taken from the courses listed at OISE/UT. These courses are to be approved through an Academic Advisor from one of the three participating OISE/UT departments.

The doctoral program of study consists of eight half-courses. Two to four half-credit courses are to be taken from the courses listed with the Institute of Environmental Studies and the remainder from the three participating OISE/UT departments.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Environmental Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

Jennifer Sumner
Adult Education and Counselling Psychology
Telephone: 416-923-6641 ext. 2535
Fax: 416-923-4749
E-mail: jsumner@oise.utoronto.ca

TBA
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 6801

Njoki Wane
Sociology and Equity Studies
Telephone: 416-923-6641 ext. 2725

Donna Workman
IES Graduate Student Advisor
Institute for Environmental Studies, University of Toronto
Telephone: 416-978-7077

Graduate Collaborative Program in Women's Studies (GCWS)

The departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education, as well as other University of Toronto departments, participate in the Graduate Collaborative Program in Women's Studies (GCWS) offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship.

The program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. The GCWS contributes to the development of an integrated research community in women's studies at the University of Toronto. Applicants to the program are expected to meet the admission and degree requirements of both their OISE/UT department and the GCWS.

All programs of study should be planned in consultation with the program advisor in the student's OISE/UT home department and with the GCWS Coordinator. (See GCWS address below.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Women's Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

- ✦ The School of Graduate Studies Calendar
- ✦ The student's OISE/UT departmental Liaison Officer
- ✦ The GCWS Program Office

Graduate Collaborative Program in Women's Studies (GCWS)

The Institute for Women's Studies and Gender Studies
New College - University of Toronto
40 Willcocks Street, Room 2036, Wilson Hall
Toronto, Ontario M5S 1C8
Telephone: 416-978-3668
Fax: 416-946-5561
E-mail: grad.womenstudies@utoronto.ca
Website: www.utoronto.ca/iwsgs

Graduate Women's Studies Student Association (GWSSA)

The GWSSA acts as a source of information and support for students. It fosters community building, social networking, the development of friendships and work relationships, and academic learning.

Further information is available from:
New College, 40 Willcocks Street,
Room 2030, Wilson Hall
Telephone: 416-978-8284
E-mail: ws.su@utoronto.ca

Interdepartmental Research Areas

Faculty in a number of departments collaborate in the development of interdepartmental research areas to facilitate program selection and planning for students who wish to pursue research interests which involve two or more OISE/UT departments. The interdepartmental research areas described here vary in breadth, detail, and availability of courses from year to year. They are intended to serve as guides to students' program planning at OISE/UT in relation to their professional roles, interests, and long-term goals.

It must be emphasized that an interdepartmental research area does not constitute a program, and hence a student cannot enrol in an interdepartmental research area or obtain a degree in an interdepartmental research area. A student who participates in an interdepartmental research area must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas are encouraged to specify so at the time of application within their Statement of Intent.

Aboriginal Education

This research area draws upon the diverse cultural and spiritual philosophies and practices of Aboriginal nations. We seek to examine a diverse range of issues, trends, perspectives, and models of Aboriginal education from local, to national and international connections. Students focussing on Aboriginal Education will develop knowledge and skills and have a greater understanding of the needs, aspirations and knowledges of Aboriginal (Inuit, Metis, mixed-race Aboriginal, non-status Indians, status Indians) and Indigenous Peoples. The content and methods, and academic development and advancement of this research area are developed in collaboration with Aboriginal organizations, Elders from various communities, the Indigenous Education Network and participating departments of OISE/UT.

Aboriginal perspectives form the basis of the research area which:

- respects, values and draws on the lived experiences, stories and oral traditions of Elders, traditional teachers and Aboriginal educators; develops understandings of Aboriginal Ways of life
- builds relationships connecting local Aboriginal/Indigenous communities with those around the world
- encourages scholarship in linguistic and cultural policy studies, structures of formal education for Aboriginal peoples, tuition agreement issues, and Aboriginal curriculum development in their historic and contemporary contexts
- advocates making changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and current literature and research including the Report of the Royal Commission on Aboriginal Peoples
- examines roles of various educational institutions and policies that produce and maintain conditions of constraint, images of "nativeness", social and class differences, dominance, control politics, and social inequities in regard to Aboriginal peoples. Countering stereotypes is critical to this examination
- develops the physical, spiritual, emotional, and intellectual wellbeing of each student grounded in Aboriginal perspectives

Courses are offered at the B.Ed, M.Ed., M.A., Ed.D., and Ph.D. levels. Faculty members supervise master's research projects, qualifying research papers, and both master's and doctoral theses.

Aboriginal focused courses include: AEC1171, AEC1180; CTL1018, CTL3022 and SES courses listed in the 2970-2980 range. Additional courses of interest to students in this research area include: AEC1104, AEC1160, AEC1177, AEC3126, AEC3174, AEC3175; CTL3031; SES1902, SES1923, SES1925, SES1950, SES1951, SES1958; TPS1019, TPS1045 and TPS3042. Students may be approved for additional special topics courses with Aboriginal content under AEC3131, CTL1799, CTL1999, SES2999, SES3998, and TPS1852.

Faculty actively working in this research area are in the departments of Adult Education and Counselling Psychology (AECP); Sociology and Equity Studies in Education (SESE); and Theory and Policy Studies in Education (TPS). Faculty include: E. Antone (AECP); G. Dei, P. Cole, J. Iseke-Barnes, P. Olson, and N. Wane (SESE); M. Ford, J. Magnusson, C. Morgan and J. Ryan (TPS).

Further information is available from:
Judy Iseke-Barnes (SESE) Coordinator
Telephone: 416-923-6641 ext. 2726
Fax: 416-926-4751
E-mail: jisekebarnes@oise.utoronto.ca
OR
Eileen Antone, (AECP and the Transitional Year Program)
Telephone: 416-923-6641 ext. 2556
OR 416-978-1942
Fax: 416-926-4749
E-mail: eantone@oise.utoronto.ca

Elders

Elders-in-residence (grandmother and grandfather) are available through the First Nations House (FNH), University of Toronto, for all students.

Resources

Other University of Toronto offices that support Aboriginal perspectives include:

Aboriginal Studies (undergraduate degree)
Keren Rice, Coordinator
Telephone: 416-978-1763
Website: www.utoronto.ca/abs

First Nations House
Telephone: 416-978-8227
Website: www.fnh.utoronto.ca

Aboriginal Health
Faculty of Nursing
Rebecca Hagey
Telephone: 416-978-2865

Other websites of interest:

Aboriginal and Indigenous Studies in Education
www.oise.utoronto.ca/depts/sese/aborig/

Indigenous Education Network
www.oise.utoronto.ca/other/ien/ienpage.html

Aboriginal Educational Resources Database
www.oise.utoronto.ca/~first

Critical Pedagogy and Cultural Studies

This research area is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance and social construction of sexuality, gender, disability, ethnicity, race, language and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms and practices of representation in writing, text, music, film, television, and youth styles; the culture of the school and its communities; global peace and education; critical multiculturalism and anti-racism in education; Aboriginal education; comparative and Third World education; education and the labour market; the political economy of education; teachers as workers; studies of state formation and moral regulation; ideologies; issues of history, memory and pedagogies of space and time; critical reformulations of humanities curricula; and development of critical and reflexive teaching materials and strategies.

Faculty actively working in this research area are: A. Miles, S. Mojab, R. Ng, E. O'Sullivan, J. Quarter and D. Schugurensky (AECP); K. Bickmore, C. Conle, J. Cummins, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, D. Hodson, M. Kooy, R. Morgan,E. Pedretti, H. Sykes and P. Trifonas (CTL); K. Dehli, G. Sefa Dei, R.B. Folson, M. Heller, J. Iseke-Barnes, H. Lenskyj, D.W. Livingstone, C.P. Olson, P. Sawchuk, R.I. Simon, S. Razack, D. A. Trotz, R. Walcott and N.N. Wane, (SESE); M. Boler and C. Morgan (TPS); L. Teather (Museum Studies).

Further information is available from:
Kari Delhi (SESE)

Études franco-ontariennes en éducation

Le Département de curriculum, d'enseignement et d'apprentissage, en collaboration avec le Département de sociologie et d'études de l'équité en éducation, proposent des études supérieures multidisciplinaires qui s'intitulent « Études franco-ontariennes en éducation » et qui se donnent entièrement en français par le biais de l'éducation à distance.

Des cours sur place sont également offerts. Trois cours sont recommandés. Il s'agit des cours CTL1000 Fondements des programmes scolaires, SES1900 Introduction à la sociologie de l'éducation et un cours de méthodes de recherche (quantitative, CTL2007 ou qualitative, CTL1306). Il est à noter que les études à distance sont ouvertes également à la clientèle étudiante de Toronto. Pour de plus amples détails sur les cours, veuillez consulter les sections « Department of Curriculum, Teaching and Learning » et « Department of Sociology and Equity Studies in Education ». Les étudiants et les étudiantes doivent tenir compte des conditions d'admission en vigueur au Département de curriculum, d'enseignement et d'apprentissage.

Pour tout renseignement concernant les demandes d'admission, veuillez contacter :

Ilda Januario, adjointe aux études en français
Lieu : 252 Bloor Street West, bureau : 6-111
Téléphone : 416-923-6641, poste : 2290
Télécopieur : 416-926-4714
Courriel : ijanuario@oise.utoronto.ca

Gender Equity in Education

Gender Equity in Education is designed as a research area for educators who are interested in the professional applications of women's studies in schools. It is especially appropriate for students who are working teachers or otherwise professionally active as educators. Though this research area is coordinated by the Centre for Women's Studies in Education (CWSE), it involves faculty and students in a number of OISE/UT programs. Students may pursue research in this area in combination with the listed programs offered by the following departments:

- **Sociology and Equity Studies in Education**
  - Sociology in Education

- **Theory and Policy Studies in Education**
  - Educational Administration
  - Higher Education
  - History and Philosophy of Education

The basis for this research area includes the large number of feminist scholars on the OISE/UT faculty, the availability of extensive resources on women and schooling as well as curriculum materials in the OISE/UT Education Commons (Library) and in the Women's Educational Resources Collection. The CWSE provides support and facilities to students in this research area.

Individual student programs of study must meet the requirements of the department in which they are registered. Students are advised to contact staff at the CWSE early in their program of study to learn more about the research area and about the support and facilities available to them through the Centre.

Examples of courses which focus on Gender Equity in Education include: AEC1156, AEC1253 and AEC3120; CTL1011, CTL1840, CTL4803; SES1920, SES1951, SES1953, SES1982, SES1987, SES2912 and SES2914; TPS1403, TPS1415, TPS1416, TPS1418, TPS1421, TPS1426, TPS1436, TPS1439, TPS1447, TPS3418 and TPS3029.

Further information is available from:

Pat Doherty at CWSE
Telephone: 416-923-6641 ext. 2204
E-mail: pdoherty@oise.utoronto.ca
Website: www.oise.utoronto.ca/~cwse

OR

Paula Bourne, Head of CWSE
Telephone: 416-923-6641 ext. 2368
E-mail: pbourne@oise.utoronto.ca

Language and Critical Pedagogy

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinated groups. In the subordinated Canadian context, the suppression of the languages and cultures of First Nations and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: J. Cummins, D. Gérin-Lajoie, N. Labrie and R. Morgan (CTL); M. Heller (SESE).

Learning and Work

This research area is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Learning includes formal schooling and continuing education courses, but also informal self-directed and collective learning in workplace, household and community spheres. Work includes various forms of paid employment, domestic labour and community volunteer activities. Many aspects of learning-work relations are addressed: connections between early family socialization and career choices, learning and the creation of socially responsible work, economic restructuring and technological education, as well as the treatment of work in school curricula, the relevance of vocational schooling and informal learning for getting a job, the array of continuing and informal learning activities in work organizations, comparisons of the learning practices involved in housework and paid employment, systemic underemployment of learning capacities in relation to class, gender, racial, generational and other social differences, learning practices of unemployed people, and the democratization of learning and work.

Most faculty teaching in this area are associated with either the Learning, Work and Change research area in the Department of Sociology and Equity Studies in Education or the Workplace Learning and Change research area in the Department of Adult Education and Counselling Psychology as well as the Secondary Program 4 (Education and Work) in the Initial Teacher Education Program. Much of the relevant research is conducted through the Centre for the Study of Education and Work (CSEW), which is jointly sponsored by these departments.

Faculty associated with this research area include: M. Laiken, K. Mirchandani, S. Mojab, R. Ng, J. Quarter, and A. Thomas (AECP); S. Acker, N. Bélanger, K. Dehli, G. Sefa Dei, R.B. Folson, D. Livingstone, P. Olson, P. Sawchuk, W. Seccombe and N.N. Wane (SESE); and N. Bascia (TPS)

Further information is available from:

David Livingstone (SESE)
Telephone: 416-923-6641 ext. 2703
Fax: 416-926-4751
E-mail: dlivingstone@oise.utoronto.ca
OR
Jack Quarter (AECP)
Telephone: 416-923-6641 ext. 2576
E-mail: jquarter@oise.utoronto.ca

The Nature and Development of Literacy

Literacy is a term that denotes forms of competence and sociocultural cognitive and linguistic relations important in understanding and participating in the notational systems of modern society. This research area is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this area include: literacy, language and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; the development of oral language proficiency and its relation to literacy development in monolingual and multicultural/multiethnic contexts; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; the sociocultural organization of literacy events; and critical literacy. Students are encouraged to refer to program requirements in their home department.

Faculty involved in teaching and research on literacy include: E. Antone, N. Jackson and D. Schugurensky (AECP); G. Allen, D. Booth, L. Cameron, A. Cumming, J. Cummins, M. Kooy, N. Labrie, J. Mason, R. Morgan, S. Peterson, M. Scardamalia and P. Trifonas CTL); C. Bereiter, A. Biemiller, E. Geva, K.E. Stanovich, and D.M. Willows (HDAP); N. Bélanger and M. Heller (SESE).

Further information is available from:
N. Jackson (AECP), A. Cumming (CTL) or E. Geva (HDAP); and M. Boler (TPS).

Transformative Learning

The Transformative Learning interdepartmental research area involves faculty and students from OISE/UT departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments:

- **Adult Education, and Counselling Psychology**
- **Curriculum, Teaching and Learning**
- **Sociology and Equity Studies in Education**
- **Theory and Policy Studies in Education**

This research area is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous knowledge, native studies religious studies, world-views and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, alternative futures, international migration, multiculturalism, popular culture, and family change.

Through the research area its members have links with the International Institute for Global Education, the Faculty o Environmental Studies at York University, the Nicaraguan Institute of Popular Education and Research (INIES), the Global Education Project of the Ontario Teachers' Federation, and a variety of community-based organizations.

Faculty involved in the Transformative Learning research area include: B. Burstow, A. Goodman, A.R. Miles, S. Mojab, R. Ng, J. Quarter and J. Sumner (AECP); J. Miller, and R.I. Simon (CTL); G. Sefa Dei, M. Eichler, D. Livingstone, N.N. Wane (SESE); and M. Boler (TPS).

Courses which focus on the Transformative Learning research area include: AEC1131, AEC1143, AEC1146, AEC1148, and AEC3119; CTL1110, CTL1207, SES1900, SES1903, SES1909, SES1920, SES1921, SES1922, SES1924, and SES2914; TPS1405, TPS1420, TPS1422, TPS1428, TPS1429, TPS1436, TPS1447, TPS4323, and TPS3428.

Women's Studies/Feminist Studies

Women's Studies/Feminist Studies at OISE/UT involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Women's Studies/ Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study.

Programs of study include courses at OISE/UT and at other departments of the university in the areas of women's/feminist studies, gender relations, and sex differences and similarities. The bases for this research area include the large number of feminist scholars on the OISE/UT faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Collection, and the Centre for Women's Studies in Education (CWSE), which has a strong and active research program. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the home department to meet the degree requirements of the department and of the research area.

NOTE: There is also the Gender Equity in Education interdepartmental research area which is coordinated by the Centre for Women's Studies in Education (CWSE). (See page 175.)

Faculty who are participants in the Women's Studies/Feminist Studies interdepartmental research area include: J. Gaskell (Dean); B. Burstow, A. Cole, N. Jackson, M. Laiken, A.R. Miles, K. Mirchandani, S. Mojab, K. Mundy, R. Ng, N. Piran, L. Stermac and M.S. Schneider (AECP); K. Bickmore, L. Cameron, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, M. Nieswandt, S. Peterson, E. Smyth and H. Sykes (CTL); S. Acker, K. Dehli, R.B. Folson, M. Eichler, J. Iseke-Barnes, H. Lenskyj, S. Razack, D.A. Trotz and N.N. Wane (SESE); N. Bascia, M. Boler, D. Boyd, M. Ford, R. Joshee, J.L. Magnusson, C. Morgan and L. Muzzin (TPS).

Students are advised to contact the Centre for Women's Studies in Education (CWSE), early in their program of study to learn more about this research area and about the support and facilities available to them through the Centre. A complete list of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a handbook available from the Centre for Women's Studies in Education (CWSE).

Further information is available from:
Pat Doherty at CWSE
Telephone: 416-923-6641 ext. 2204
E-mail: pdoherty@oise.utoronto.ca
Website: www.oise.utoronto.ca/~cwse
OR
Paula Bourne, Head of CWSE
Telephone: 416-923-6641 ext. 2368
E-mail: pbourne@oise.utoronto.ca

Research and Field Activities

The research and development program of OISE/UT fosters improvement in Ontario education and complements the academic programs of OISE/UT departments. OISE/UT's research and development program is among the largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Students may participate in research and development projects through graduate assistantships or through joint research designed as a portion of their graduate program.

Findings of completed studies are often published by OISE/UT or by the sponsoring agency, or appear in journals produced by OISE/UT (***Curriculum Inquiry, Orbit, Resources for Feminist Research/ Documentation sur la recherché féministe***), in international journals or in other publications. OISE/UT Research Reports can be found in the OISE/UT Education Commons Library.

Research and Development Centres

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the respective centre.

Centre for the Advancement of Measurement, Evaluation, Research, and Assessment (CAMERA)

Head: Tony C. M. Lam
Department: CTL
Location: 252 Bloor Street West, Room 11-229
Telephone: 416-923-6641 ext. 3225

CAMERA was created in the summer of 1996 within the CTL Department. The Centre is dedicated to the goal of fostering ideas and research that address issues in the areas of theoretical and applied measurement, large-scale and classroom-based assessments, program and system evaluations, research methods and related matters. The centre draws together OISE/UT's faculty and external researchers and practitioners to engage in projects of common interest, to share and exchange perspectives, and to work collaboratively to resolve methodological problems in measurement, evaluation, research and assessment.

Centre for Applied Cognitive Science (CACS)

Head: Michel Ferrari
Department: HDAP
Location: 252 Bloor Street West, Room 9-132
Telephone: 416-923-6641 ext. 2566

Through a number of research and development projects, the CACS explores cognitive structures and cognitive processes in a variety of content domains. CACS is characterized by attempts to integrate contributions from a number of fields (e.g., psychology, linguistics, philosophy, and computer science) into the study of human development and education. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology.

The Centre hosts a number of regular research seminars and group meetings devoted to particular topics in which students are invited to participate. It is home to principal investigators in a number of large-scale inter-related research programs, including the National Centre of Excellence Program on Telelearning, The Canadian Institute of Advanced Research Human Development Program, the University of Toronto's Knowledge Media Design Institute and the University of Toronto Joint Centre for Bioethics.

Centre for Franco-Ontarian Studies (CREFO)

Head: Nathalie Belanger
Departments: CTL, SESE
Location: 252 Bloor Street West, Room 6-104
Telephone: 416-923-6641 ext. 2323
Fax: 416-926-4714
E-mail: nbelanger@oise.utoronto.ca
Website: www.oise.utoronto.ca/CREFO/

CREFO is defined as an interdisciplinary research centre dedicated to the study of the social and linguistic practices of Francophones in a minority setting, with an emphasis on the processes that create social differentiation and inequity. Centre research focuses on linguistic plurality and language mix, multilingual language repertoires, the construction of social identity and the processes of social inclusion and exclusion. CREFO activities are based on a recognition of diversity, whether it be that of Francophone communities within an English-dominant society, or the diversity within the Francophone community itself due to ethnocultural background, social class, gender or sexual orientation.

As proactive participants in the social processes that affect the entire Francophone community, we believe that our objective must be to develop knowledge and understanding that have a solid base in reality and are relevant to the development of Francophone communities. Given the minority context in which we work, CREFO staff naturally take an interdisciplinary perspective in their studies of the relationships between language, culture and society on the one hand, and between education and training on the other. Our multi-facetted research program in fact covers a wide variety of education and training issues, from school-based programs to adult literacy and workplace training, including the transition from school to work.

Centre de recherches en éducation franco-ontarienne (CREFO)

Directeur : Nathalie Belanger
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Le CREFO est un centre de recherche interdisciplinaire, où l'on étudie les pratiques sociales et les pratiques langagières des francophones vivant en milieu minoritaire, en mettant l'accent sur les processus de construction des différences et des inégalités sociales. On s'intéresse au phénomène du pluralisme et de la mixité linguistique, aux répertoires plurilingues, à la construction identitaire et aux processus sociaux d'inclusion et d'exclusion. Les activités du CREFO favorisent la reconnaissance de la diversité, que ce soit celle apportée par les communautés francophones dans une société anglo-dominante, ou celle existant au sein même des communautés francophones, en fonction de l'origine ethnoculturelle, en fonction des classes sociales, en fonction du sexe ou de l'orientation sexuelle.

En tant qu'acteurs engagés dans des processus sociaux affectant l'ensemble de la collectivité, nous avons pour objectif de générer des savoirs ancrés dans la réalité et qui soient pertinents pour le développement des communautés francophones. Compte tenu du contexte minoritaire dans lequel on œuvre, il va de soi que les membres du centre favorisent une perspective interdisciplinaire pour l'étude des rapports entre la langue, la culture et la société, d'une part, et l'éducation et la formation, d'autre part. Nos recherches couvrent en effet de multiples facettes de l'éducation et de la formation allant du monde scolaire, à l'alphabétisme des adultes et à la formation en milieu professionnel, en passant par la transition du monde scolaire au monde du travail.

Centre for Integrative Anti-Racism Studies (CIARS)

Head: Roxana Ng
Department: SESE
Location: 252 Bloor Street West, Room 12-272
Telephone: 416-923-6641 ext. 2283
E-mail: ciars@oise.utoronto.ca

CIARS was established in the 1996-97 session, bringing together faculty and students whose research interests and political commitments are in anti-racism. The Centre provides a supportive research environment, linking communities of colour, marginalized communities, and the university. The mandate of CIARS, namely the fostering of interdisciplinary anti-racism studies in education, embraces a broad view of education. In CIARS' view, education is defined as those processes that influence and contribute to how individuals and their communities come to know the world and act within it. CIARS' faculty and students working in the field of anti-racism are deeply committed to an integrative view: all systems of oppression are interlocked and a study of one such system, racism, necessarily entails a study of class exploitation, sexism, ableism and heterosexism. Recent research by associated faculty includes work on schooling and education, for example, research on inclusive schooling practices, and drawing from resources of the home, family and community in improving youth educational activities. In addition, CIARS' core faculty interests include research on the judicial system, immigration, unions, community development, community-state relations and globalization and its effects on communities of colour.

Centre for Media and Culture in Education (CMCE)

Head: Roger Simon
Coordinator: Kika Thorne
Department: SESE
Location: Room 12-216
Telephone: 416-923-6641 ext 2275
Website: fcis.oise.utoronto.ca/~cmce

Through critical inquiry and debate the Centre seeks to foster innovative and interdisciplinary study of audio-visual cultural practices. Media and popular culture are often seen to pose one question for educators: how do we inoculate young people against their 'negative effects'? Recent work in visual and cultural studies has put forward different ways of thinking about audio-visual representation, theorizing more complex relations between viewers and images, and expanding beyond mass media to consider the pedagogies of independent video and film, digitally-based new media, and media art.

The Centre provides access to a range of independent visual and media art productions through programs of screening, lectures, workshops and other events. We encourage connections and collaborations among educators and students, artists and cultural producers, curators and critics, and various engaged publics. The Centre conducts and coordinates critical and interdisciplinary research. We support curriculum and resource development, and have established an Artist-in-residence program for a media artist-in-residence at OISE/UT.

OISE/UT faculty and instructors affiliated with CMCE: Kari Dehli, Rose Folson, Robert Morgan, Roger Simon, Peter Trifonas, Margaret Wells, and Rinaldo Walcott.

Centre for Studies in Science, Mathematics and Technology Education

Head: Derek Hodson
Department: CTL
Location: 252 Bloor Street West, Room 11-258
Telephone: 416-923-6641 ext. 2635
E-mail: dhodson@oise.utoronto.ca
Website: http://smt.oise.utoronto.ca

The Centre for Studies in Science, Mathematics and Technology Education provides major opportunities for faculty members, graduate students and others to engage in collaborative research and curriculum development, and enables a serving teacher per year to be seconded to work within the Centre.

The diverse activities of the Centre are expected to have immediate and significant impact on science, mathematics and technology curriculum practice both in Ontario and throughout Canada. In furthering its commitment to being a significant voice in international debate on science, mathematics and technology education, the Centre has undertaken a major publishing function (including publication of the ***Canadian Journal of Science, Mathematics and Technology Education*** and ***The OISE Papers in STSE Education***) and has developed collaborative research projects with groups outside Canada.

Centre for the Study of Education and Work (CSEW)

Head: David Livingstone
Department: SESE
Location: 252 Bloor Street West, Room 12-230
Telephone: 416-923-6641 ext. 2703
E-mail: dlivingstone@oise.utoronto.ca

The CSEW mandate is to expand scholarly and public awareness of the different forms of learning and work and their interrelations. The centre conducts research, policy studies and public forums to document relations between informal learning/schooling/further education and paid/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. Much of the research emphasizes the standpoint of workers as learners.

This centre is jointly sponsored by the Department of Adult Education and Counselling Psychology and the Department of Sociology and Equity Studies in Education. Faculty members involved with CSEW are listed with the Learning and Work Interdepartmental Research Area on pages 175 - 176.

Centre for Teacher Development

Head: Jack Miller
Department: CTL
Location: 252 Bloor Street West, Room 10-152
Telephone: 416-923-6641 ext. 2633

The Centre for Teacher Development fosters and conducts research and development projects relevant to the personal, collaborative, and organizational experiences of teachers throughout their careers. Faculty interests include teacher development and inservice teacher education, new teacher induction and mentoring; teacher's lives and careers; professional and teacher knowledge; holistic approaches to teaching and teacher development; socially constructed learning; improving classroom practice; equity and gender issues; women in education; and multiculturalism. In addition, the Centre is committed to a wide range of research approaches including narrative inquiry, action research; arts-based inquiry and other traditions of qualitative and quantitative research.

Centre for Women's Studies In Education (CWSE)

Head: Paula Bourne
Location: 252 Bloor Street West, Room 2-230
Telephone: 416-923-6641 ext. 2368
E-mail: pbourne@oise.utoronto.ca
Website: www.oise.utoronto.ca/~cwse

The Centre conducts, promotes, and distributes research in women's studies. Recent and current projects include: the Women's Educational Resources Collection; the periodical ***Resources for Feminist Research/Documentation sur la recherché féministe***; Women and Non-Traditional Skilled Trades; Growing up Jewish, Female and Canadian: A Longitudinal Study of Girls Aged 10- 18; Canadian Women's History; Sexual Harassment Resources for Elementary Schools; A Feminist Critique of Schooling; Redesigning Professional Education for Gender Equitable Schooling; Women and Professional Education, Professional Women Historians in Canada, Canadian Women's Issues, Educational Campaign to Combat Date and Acquaintance Rape on College and University

Campuses, Training Packages on Violence for Elementary Teachers; Achieving Curriculum Consistency: The Case of Family Studies in Ontario Secondary Schools. Information on all projects is available at the Centre.

The holder of the annual Dame Nita Barrow Distinguished Visitor position in Women in Development and Community Transformation is housed at the Centre. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside OISE/UT in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside OISE/UT, and lunch-bag seminars feature visiting scholars, OISE/UT students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside OISE/UT.

A complete list of OISE/UT's feminist courses is available from the Centre, as is a list of CWSE publications. For further information regarding graduate studies in the area, see Gender Equity in Education (page 175) and Women's Studies/Feminist Studies (page 177) in the Interdepartmental Research Areas section; and Feminist Studies and Gender Relations in Education in the Department of Sociology and Equity Studies in Education (page 127).

Comparative, International, and Development Education Centre (CIDEC)

Head: Joseph P. Farrell
Department: CTL
Location: 252 Bloor Street West, Room 10-139
Telephone: 416-923-6641 ext. 2362

The mandate of this Centre, formally established in 1989, is to coordinate, consolidate, and expand OISE/UT's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE/UT staff and students engage in a significant amount of international and comparative work in their own specialties (over a third of OISE/UT faculty have had significant international experience) and the amount of such work is increasing.

Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE/UT staff and students and make it available to all members of the OISE/UT community and the Ontario education community generally. For information regarding the already existing graduate studies opportunities in this area within OISE/UT, see the Collaborative Graduate Degree Program in Comparative, International, and Development Education, which this Centre coordinates, in the section on Collaborative Graduate Degree Programs, pages 170 - 171.

The Dr. R.G.N. Laidlaw Centre (LC)

Director: Carl Corter
Department: HDAP
Location: 45 Walmer Road (ICS)
Telephone: 416-934-4513
Website: www.oise.utoronto.ca/ics/

The Centre is dedicated to the support of applied multidisciplinary research in child development. Current research themes are aimed at understanding children and innovative programs to support their education and development. One thematic area is literacy, numeracy and science instruction, with supports for understanding through new technology. A second thematic area is early childhood development and integrated community-school supports for children and families. Particular studies within the first theme include metacognitive language and literacy development, vocabulary assessment and instruction, math and science instruction, and technology-supported knowledge building in school communities.

Studies in the second theme include children's school readiness and schools' readiness for diverse families, exemplary kindergarten practice, the integration of special needs students, the prevention of unintentional injury, and integrated community-school services to support young children and parents, including populations at risk. Research facilities and secretarial assistance are provided through the Centre. Research is also supported by collaboration among faculty, graduate students, and Laboratory School teachers and by community partner schools. The application of research to practice is fostered by links between research in the Laidlaw Centre and the combined research and professional training in the M.A. in Child Study and Education program, based on a teacher-researcher model.

Modern Language Centre

Head: Alister Cumming
Department: CTL
Location: 252 Bloor Street West, Room 10-238
Telephone: 416-923-6641 ext. 2538
Website: www.oise.utoronto.ca/MLC

The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, literacy in academic contexts, language policy, immigrant settlement and heritage language issues. The Centre's resource collection on second-language pedagogy, theory and research is located on the main floor of the OISE/UT Education Commons.

Transformative Learning Centre (TLC)

Head: Daniel Schugurensky
Department: AECP
Location: 252 Bloor Street West, Room 7-119
Telephone: 416-923-6641 Ext. 2595
E-mail: tlcentre@oise.utoronto.ca
Website: www.tlcentre.org

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. It looks at ways of combining inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. Transformative learning "is a process of learning, whether formal, non-formal or informal which begins with the daily experiences of women and men living in communities. Transformative learning relates personal and structural perspectives and seeks understanding of relationships of power and knowledge. Learning implies dynamic, lifelong processes of discovering and re-discovering what we know about nature, and how we teach and learn from one another within our different environments". (Hall and Sullivan, 1994)

Objectives:

1) to strengthen the theory and practice of transformative learning in the fields of Adult Education and Environmental Learning
2) to foster joint community-university partnerships in adult education research and field development
3) to support preservice and graduate instruction in Environmental Adult and Community Education
4) to provide a means for faculty and student participation in specific national and international policy networks requiring membership from a joint community-university base
5) to provide opportunities for student research and involvement in community-based settings both locally and internationally

Field Development Activities

The purpose of OISE/UT's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE/UT's Office of Research and Field Activities administers three regional Field Centres.

Because of their geographical location and their close association with the schools in their region, the Field Centres provide the main focus of OISE/UT's field development effort. However, OISE/UT as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance education and off-campus courses, and to research and development through local research projects.

The activities of the Field Centres are determined collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than one or two people. There are consequently constraints on the assistance which the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

Field Centres

The following is a brief description of the three OISE/UT Field Centres. The departments listed with each centre currently offer off-campus courses in that region. For more information on OISE/UT courses, both off- and on-campus, contact the centre in your area.

Wayne Seller
Coordinator, Technology-Mediated and Off-Campus Programs
Thunder Bay Northwestern Centre
Telephone: 807-475-8110
Fax: 807-475-8149
Email: wseller@oise.utoronto.ca
Website: www.oise.utoronto.ca/field-centres

Midwestern Centre

51 Ardelt Avenue
Kitchener, Ontario N2C 2R5

Head: Lynne Hannay
Contact: Michelle Rank
Telephone: 519-579-0780
Fax: 519-579-8370

The Midwestern Centre focuses on the processes involved in educational change – for individuals, for schools, and for school districts. In particular, we are interested in the processes of reconstructing professional knowledge, evidence-based change, action research, and developing knowledge creating schools and school districts. We are pursing these interests through research, field development projects, and graduate, Additional Qualification, and credit and not-credit short courses. All of our activities are done in full collaboration with our partners in educational settings as we are dedicated to promoting, generating, and enacting authentic school-university collaboration.

Northwestern Centre

Northwoods Foods R.P.O., Box 20027
Thunder Bay, Ontario P7E 6P2

Head: Wayne Seller
Contact: Margaret Gerry
Telephone: 807-475-8110
Fax: 807-475-8149

The Northwestern Centre focuses on assisting schools and school systems in understanding, planning and implementing change. By conducting research and field development projects with local practitioners, Centre faculty help to ensure that initiatives such as site based management, school councils, and new curriculum policy and programs are implemented in a manner consistent with the context and culture of the local jurisdictions. Through its partnership with the Lakehead District School Board and other local school districts, the Centre's work focuses on the development of leadership at the school and district levels through Additional Qualifications courses and professional development programs. Centre faculty teach Curriculum courses via computer conferencing.

Trent Valley Centre

1994 Fisher Drive
Peterborough, Ontario K9J 6X6

Head: John Ross
Contact: Carolyn Brioux
Telephone: 705-742-9773 ext. 2293
Fax: 807-4752-8149

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the enhancement of students' ability to learn from peers, professional development programs for teachers and other educators, and the use of evaluation to strengthen programs and improve student achievement. The Centre offers on-line courses in Curriculum, Teaching and Learning. These courses focus on the application of research and theory to practical issues facing teachers and schools.

Fees

To be officially registered, tuition fees must be paid. Fees are subject to change by the Governing Council of the University of Toronto.

Academic Fees Structure

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Fall and Winter Sessions also covers the Summer Session immediately following, except for part-time Special Students and for certain degree students.

All academic programs specify a minimum period of registration defined as the shortest length of time a student must be registered in that program, on a full-time basis, in order to qualify for the degree. For master's degree students, the minimum period of registration is stated on the student's Offer of Admission. This period establishes the minimum degree fee which must be paid before graduation.

Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first) must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other requirements have been completed.

Master's candidates must, in the session in which they complete degree requirements, pay additional fees if necessary such that in total their fees equal the minimum degree fees applicable.

NOTE: If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be entitled to/issued any refund of those fees.

Degree Fees

The length of the program into which students are admitted predetermines the minimum total Academic Fee that they must pay prior to graduation; this fee is called the "Degree Fee".

At the time of graduation, the cumulative program fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference. This additional fee is most commonly charged to part-time degree students who take a heavy course load during the Fall and Winter Sessions and/or who take courses in the Summer Session. The additional fee is also most commonly charged to full-time students who accelerate their programs and finish the degree requirements in less time than the normal program length.

Calculation of Fees

At the time of publication of this ***Bulletin*** the fees schedule for 2004/2005 is not available. In the 2003/2004 academic year, the **one-year full-time** Academic Fee was as follows:

Canadian Citizens and Permanent Residents

M.A. & Ph.D.	$5,442.00
M.Ed., M.A.(T.) & M.T.	$6,737.00
M.A. (Child Study and Education)	$6,737.00
Ed.D.	$6,364.00

International Students (excluding the M.T. and the Child Study and Education program)

M.A. & Ph.D.	$9,242.00
M.Ed., M.A.(T.)	$13,157.00
Ed.D.	$13,038.00

For planning purposes, the calculation of fees applicable to each program is as follows:

NOTE: In addition to Academic Fees, students are also required to pay Incidental Fees.

M.Ed. Degree Candidates

The minimum program fee is 1.5 times the one-year full-time Academic Fee and is assessed for the academic year in which the program is begun.

NOTE: Fees for students beginning their program in the Summer Session are based on the fees for the Fall/Winter Session immediately following that summer.

M.A. and M.T. Degree Candidates

- **a six or eight half-course program**
  the minimum program fee is equivalent to the one-year full-time Academic Fee.
- **a ten half-course program**
  the minimum program fee is equivalent to 1.5 times the one-year full-time Academic Fee.
- **a twelve to sixteen half-course program**
  the minimum program fee is equivalent to 2 times the one-year full-time Academic Fee.

Ed.D. Degree Candidates

Fees will be assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

Ph.D. Degree Candidates

The full-time fee is charged each year throughout the program.

Fees for Final Year Doctoral Students

Academic fees for the final year for Ed.D. and Ph.D. students will be prorated, based on a 12-month academic year, for the number of months that elapse between September and (including) the month in which the final thesis (including corrections required by the final oral examination committee) is submitted to the School of Graduate Studies. Fees for the final month will not be charged if the requirements are met before the 16th day of the month.

Summer Students

Students beginning their degree program in the summer pay the Summer Session fee. This fee will be in addition to the Fall and Winter Session fees charged in September.

NOTE: Students in the following programs of study who are fulfilling the minimum period of full-time study during the Summer Session (May - August) will be assessed fees equal to half of the one-year full-time fee.

- The **Ed.D. in Higher Education** in the Higher Education Program
- The **Ed.D. for Community College Leaders** in the Higher Education Program

Special Students

Full-time Special Students pay annually the one-year full-time Academic Fee plus Incidental Fees.

Part-time Special Students pay the Academic Fee for each half-course, plus Incidental Fees. In the 2003/2004 academic year the Academic Fee for a half-course was $1,010.55.40 (International Students, $1,973.55).

International Student Fees

In accordance with the recommendations of the Ontario government, students who are not Canadian Citizens or Permanent Residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed information on status contact Canadian Immigration authorities.) All prospective International Students will be required to have a student authorization from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada. In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $14,000 and $18,000 plus tuition fees for a minimum total of approximately $31,050.)

The University Health Insurance Plan (UHIP) is a compulsory non-Academic Fee for international students. In 2003/2004 the cost for twelve months was $612.47 for a single student, $1,224.94 for a family of two, and $1,938.68 for a family of three or more.

Further information is available from:
The UHIP Office
Telephone: 416-978-0290
Website: www.uhip.mercer.ca

Late Payment Fees

A late payment fee of $44 plus $5 for each day of delay will be assessed against any student enrolled in Fall and Winter Session courses but whose fees are not received at the Office of Student Accounts by the dates to be announced in the registration material which will be sent to students.

Minimum Payment

The minimum payment of fees (for other than those registering for only one session) consists of 60% of the Academic Fee and 100% of Incidental Fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees is due without further notice and is subject to a service charge.

Refund of Fees

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Fall and Winter Sessions. In the 2003/2004 academic year the minimum charge was $173.

Service Charges

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on November 15. In the 2003/2004 academic year the service charge was 1.5% per month, compounded.

Fees/Convocation

Degree requirements for all students must be completed and fees must be paid before the appropriate dates for eligibility to convocate. Transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc., (see Outstanding Fees and Other University Obligations, below). At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must apply to graduate by submitting an **Application to Graduate card** (see page 23, section f).

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts and unreturned or damaged instruments, materials, and equipment):

- Statements of results and/or official transcripts of record will not be issued.
- Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees. Thus, registration may be refused to a continuing or returning student.

Financial Support

Notices pertaining to awards, other than those listed here, are posted outside the OISE/UT Registrar's Office, Graduate Studies, 4th floor. In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 40 St. George Street.

Unless stated otherwise, all values listed in this section relate to the 2003/2004 academic year.

OISE/UT Graduate Assistantships

To support programs of full-time graduate study, OISE/UT offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are a form of remuneration and financial assistance for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE/UT is committed to principles of equity in employment and particularly encourages applications from women, Aboriginal persons, racial minorities, and persons with disabilities.

It is important to note that an OISE/UT Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student who should be in a financial position to fulfill this obligation at the beginning of the academic year.

Graduate Assistants at OISE/UT are represented by:
Canadian Union of Public Employees, Local 3907
252 Bloor Street West, Room 8-104
Telephone: 416-926-4728

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree program are eligible to apply.

Current students continuing in the same degree program should refer to the information on the application form regarding eligibility requirements. From September 2003 to April 2004, a Graduate Assistantship had a value of $9766 (plus 4% vacation pay). The value of the assistantship is determined each year.

Applicants to the Ph.D. program must complete a graduate assistantship application form and submit it with their application for admission. An application for admission will be considered incomplete without the Graduate Assistantship application form. Continuing students in the Ph.D. program who are in the guaranteed cohort and not currently holding a Graduate Assistantship must also submit an application for a Graduate Assistantship.

Applications are available from: **http://fcis.oise.utoronto.ca/~stuserv/contents/gradstud.htm**

Applicants to a new degree program must submit two copies of their completed Graduate Assistantship application with their application for admission to the Registrar's Office by December 1, 2004.

Students continuing in a degree program must submit two copies of their completed Graduate Assistantship application to the Student Services Office, 5th floor, OISE/UT by December 1, 2004.

OISE/UT Graduate Student Financial Support

OISE/UT will provide financial support to registered students for the first year of full-time M.A. study (excluding the M.A. in Child Study and Education and the Master of Teaching) or within the first four years of study in a Ph.D. program. Financial support is held by M.A. students for the first year only; support to registered Ph.D. students is renewable up to and including year 4, subject to satisfactory performance.

NOTE: Students in years one and two of the M.A. in School and Clinical Child Psychology (SCCP) program in HDAP may receive guaranteed funding for both years of the M.A. but are then eligible for guaranteed funding in years one to three of their Ph.D. programs only.

In order to have their financial support renewed, current Ph.D. students must document that they have applied for at least one of the OGS or SSHRC scholarships (unless they are ineligible for both awards) in the Fall term of both their second and third years.

NOTE: Ph.D. students receiving OISE/UT financial support are required to fulfill a mandatory work requirement.

NOTE: Students are responsible for consulting with OISE/UT Student Services (Room 5-103) about their eligibility for OGS and SSHRC scholarships.

Applicants who are not currently in OISE/UT programs are strongly encouraged to apply for OGS and SSHRC scholarships (as eligible) simultaneously with their appplications.

Financial support of $12,000 plus the value of tuition is guaranteed, subject to the above conditions. However, the maximum value of any package which includes any OISE/UT financial support is $12,000 plus the value of tuition. OISE/UT support will not be given to students with university and/or external awards where this would bring the full value of their funding to more than $12,000 plus the value of tuition. Students with OISE/UT support who subsequently receive additional university support and/or external awards will have their departmental support reduced dollar for dollar for any excess over the maximum. This applies to all scholarships and other awards, and to any employment income derived from the University of Toronto. Where a student's OISE/UT financial support includes a Graduate Assistantship, the Graduate Assistantship will not be subject to reduction.

NOTE: OSAP, UTAPs and the OISE/UT Bursary do not count toward the maximum. While employment income earned outside the University is not counted toward the guaranteed maximum funding, full-time graduate students are defined by government to be "..pursuing their studies as a full-time occupation."

Details regarding the Guarantee Funding Package, including the mandatory work component, can be found on the Student Services website at: **http://fcis.oise.utoronto.ca/~stuserv/contents/gradstud.htm**

OISE/UT Scholarship for Aboriginal Students

The scholarship, with a value of $12,000, will be awarded annually to an Aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE/UT. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program.

Application forms are available from:
http://fcis.oise.utoronto.ca/~stuserv/contents/gradstud.htm

Or from the OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. Payment of fees is the responsibility of the scholarship holder.

Margaret I. Hambly Scholarship

The Ontario Institute for Studies in Education (now OISE/UT) established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. The fellowship has a value equivalent to the annual income to a maximum of $800. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need. A statement pertaining to past contribution to education must accompany the application.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. An outline of the applicant's financial position must be included.

Wilfred Rusk Wees Fellowship

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value equivalent to the annual income to a maximum of $1,500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2,500-word essay on the thesis. The thesis is available from both the OISE/UT Education Commons and the U. of T. Robarts Library.

The essay must be submitted by January 31 to:
Mary MacDonell
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

In keeping with OISE/UT's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. An outline of the applicant's financial position must be included.

Christopher Parker Memorial Fund

The fund was established through a foundation at the Ontario Institute for Studies in Education (now OISE/UT) to provide a one-time grant to support full-time graduate students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments. Applications will be considered as they are received.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

OSOTF - Anne Millar Graduate Student Fellowship

To be awarded to one student each year who is entering the Master of Teaching Program. Financial need must be demonstrated. The award will be given to a student who best exemplifies the following qualities: a demonstrated commitment to the teaching profession and to the education of young people, an understanding of the contemporary education context, positive leadership skills, care and concern for others, fairness and integrity. The same student will be awarded the Anne Millar Graduate Student Fellowship upon entry into year two of the program subject to confirmation by the Master of Teaching academic faculty. Applications are made to the Admissions, Awards and Program Committee at OISE/UT.

The Anne Millar Graduate Student Fellowship

The fellowship will be awarded to the prior year's recipient of the OSOTF - Anne Millar Graduate Student Fellowship upon entry into year two of the Master of Teaching Program, subject to confirmation by the Master of Teaching academic faculty. The student should exemplify the following qualities: a demonstrated commitment to the teaching profession and to the education of young people, an understanding of the contemporary educational context, positive leadership skills, care and concern for others, fairness and integrity. Applications are not required.

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. James Fair who was associated with the Institute from 1970 to 1989. Two bursaries of $500 each will be awarded to students in the Child Study and Education program who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Margaret Kidd Award

The fund is designed to provide small grants (normally less than $100) to assist students in the Child Study and Education program in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area.

Applications for grants are accepted in one Fall and one Winter competition. The competition is administered by the I.C.S. Leighton McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community. Preference is given to students in the second year of the Master of Arts in Child Study and Education program.

Interested students should submit a one page proposal by October 15 or February 15 depending on the session in which they plan to attend a conference. The proposal should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Leighton McCarthy Memorial Scholarship Fund

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the university. This residence is now the home of the Institute of Child Study. $500 is awarded annually to one or two second-year students in the Master of Arts in Child Study and Education program. Selection is made by the Leighton McCarthy Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

Robert Seth Kingsley Graduate Student Fellowships

Established in 1998 in memory of Robert Seth Kingsley who was a student in the Laboratory School. A minimum of $500 is to be awarded to one or two students in the M.A. in Child Study and Education program or the M.A./M.Ed. in Developmental Psychology and Education program. Awards will be made to students who have completed one or more years of study, on the basis of financial need as well as potential for excellence and leadership in special education, demonstrated by an ability to work with special needs children and to integrate scholarship and practice. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Keith A. McLeod Scholarship

Keith A. McLeod, a professor of education at the University of Toronto for over 25 years, established a scholarship with an award or awards to total $1,500 per year. The purpose of the award(s) is to give support to students in graduate studies in education at the University of Toronto (OISE/UT). Specifically, the support is for assisting graduate students in education who are:

a) Focussing their study on culturally oriented community organizations and their educational endeavours, or who are studying the educational roles of libraries, museums, galleries, conservatories, or voluntary associations
b) Studying the cultural context of a school community or educational communities; examining how schools, museums, libraries and/or similar community institutions or programs reflect or provide for ethnocultural diversity or multiculturalism, antiracism, human rights, and equity, or Canadian culture

Adjudication of the applications will be based upon how well the above criteria are reflected in the proposal and on the following: clarity of the intent and focus; coherence of the proposal; relevance and applicability; originality and creativity; contribution to the state of knowledge and practice; evidence of theoretical content and analysis; and feasibility.

Application forms are available from:
OISE/UT Student Services Office, 5th floor
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Applicants should submit an application form, a proposal, and at least one letter of reference to the Student Services Office, OISE/UT by March 15.

Ontario Graduate Scholarship Program

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $5,000 per session. Awards will be for two or three consecutive sessions. International students are eligible for this scholarship.

Application forms are available from:
http://osap.gov.on.ca/eng/not_secure/ogs.htm

a) For students currently enrolled in a graduate program: applications must be submitted to your department by the deadline. The deadline, usually mid-October for the following academic year, will be announced by the Student Services Office in the Fall

b) For prospective full-time graduate students:
Applications should be submitted to the Ontario
Graduate Scholarship Program
Student Support Branch
Ministry of Training, Colleges and Universities
189 Red River Road, 4th floor
P.O. Box 4500, Station P
Thunder Bay, Ontario P7B 6G9

The deadline for submitting applications for the following academic year is set by the Ministry of Training, Colleges and Universities.

Social Sciences and Humanities Research Council of Canadian Doctoral Fellowships

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Scholarships had a value of $17,700 in 2003/2004.

Application forms are available at: www.sshrc.ca

a) For students currently enrolled in a graduate program, applications must be submitted to your department by the deadline. The deadline, usually mid-October for the following academic year, will be announced by the Student Services Office in the Fall.

b) For prospective full-time students, applications must be postmarked November 15 for the following academic year.

Ontario English Catholic Teachers' Association Scholarships and Fellowships - up to $10,000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study up to amounts of $10,000 each. It also offers three fellowships for Religious Studies in the amounts of $10,000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Application forms are available from:
Michael Haugh
Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8

Applications must be submitted by April 1.

The William Pakenham Fellowships:

Two Awards - $5,000 Each
Recipients of these awards must pursue full-time study in education in the Fall and Winter Sessions in which they hold the award at the University of Toronto, or at some other university approved by OISE/UT. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is March 15.

Ontario Secondary School Teachers' Federation (OSSTF) - Scholarships and Awards

These awards, totalling $26,900 include the Brick Robb Memorial Scholarships for Educational Research, the Dr. S.G.B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Fellowship, the J.W. Ansley Memorial Award for Educational Research, the OSSTF Educational Enhancement Scholarship (for first undergraduate degree or diploma). All awards are granted only to current OSSTF members in good standing.

Application forms are available from:
Scholarship Committee
Ontario Secondary School Teachers' Federation
60 Mobile Drive
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

OISE/UT Bursary

The OISE/UT bursary program is designed to provide financial aid to as many students as possible. Assisting students in greatest financial need is the most important guiding principle. Students are expected to apply for OSAP first. Those in exceptional circumstances, or those who are ineligible for assistance from OSAP, will be considered on a case-by-case basis. Bursary applications are considered monthly and names of applicants are withheld from members of the committee. For details of the bursary program, and to download applications, please visit the Student Services website: **http://fcis.oise.utoronto.ca/~stuserv/contents/gradstud.htm**

Emergency Student Loans

Full-time students in need of financial assistance may apply for an OISE/UT Emergency Student Loan. Please inquire at the reception desk in Student Services, Room 5-103

Emergency Assistance - International Students

To be approved for study in Canada, international students must show they have sufficient financial resources to meet their needs. Although not eligible for bursary assistance, international students may apply for emergency assistance. Circumstances qualify as an emergency when the precipitating event is of an unanticipated and grave nature. Applications are available in Student Services, Rm 5-103 or may be downloaded from the Student Services website: **http://fcis.oise.utoronto.ca/~stuserv/contents/gradstud.htm**

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. OISE/UT students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, ***'Getting There'***. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council (SAC), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at orientation in September.

OISE/UT Services and Facilities

Alumni Association

For information about the OISE/UT Alumni Association, please contact the Development and Alumni Affairs Office, located on the twelfth floor.

Contact: Office of Development and Alumni Affairs
Location: 252 Bloor Street West, Room 12-101
Telephone: 416-923-6641 ext. 2234

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Students will have access to:

- ✦ A specialized collection in the field of education including:
  - •Extensive reference materials
  - •Over two thousand journal titles in the library and over 14,000 electronically-available journal titles
  - •Complete microfiche holdings of the ERIC document as well as online access to 1993+ documents in full text
  - •Materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - •School board curriculum materials, textbooks and content resources used in Ontario schools
  - •A representative collection of children's literature
  - •A varied and extensive collection of computer software, videotapes, and other multimedia materials
- ✦ A collection of over 9.5 million items plus over 5 milllion microforms located in the numerous libraries of the University of Toronto Library System
- ✦ A wide range of Internet resources including remote library catalogues
- ✦ Reference assistance in accessing information on courses and research assignments
- ✦ Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- ✦ A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources
- ✦ Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- ✦ A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphic
- ✦ Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

Complete information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the websites listed below:

✦ Education Commons
Telephone: 416-923-6641 ext. 2763
Website: www.oise.utoronto.ca/ec

✦ Library
Telephones:
Circulation Desk: 416-926-4719
Reference Desk: 416-926-4718
Website: www.oise.utoronto.ca/ec/library

Graduate Students Association

The Graduate Students' Association (GSA) of OISE/UT is the official graduate student government at OISE/UT and is affiliated with the Graduate Students' Union of the university. All OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE/UT.

Location: 252 Bloor Street West, Room 8-105
Telephone: 416-923-6641 ext. 4724
E-mail: gsa@oise.utoronto.ca

Indigenous Education Network (IEN)

The IEN is a self determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE/UT; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Location: 252 Bloor Street West, Room 7-191
Telephone: 416-923-6641 ext. 2286
E-mail: ien@oise.utoronto.ca
Website: www.oise.utoronto.ca/other/ien/ienpage.html

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation.
In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students' Association (ISA)

OISE/UT's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE/UT. It helps international students become inextricably woven into the fabric of the OISE/UT community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: 416-926-4733
E-mail: isa@oise.utoronto.ca

Kidspace Daycare

Kidspace Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon. Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is sometimes available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, first floor
Telephone: 416-926-4702
Fax: 416-926-4725
E-mail: rrakoff@oise.utoronto.ca

Student Services Office

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE/UT. The Office provides individual student counselling on financial matters, loans and bursaries. In addition, special services to students with a disability are coordinated through this office.

Director: Louise Cowin
Manager: Allan Shatzky
Location: 252 Bloor Street West, Room 5-103
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: http://fcis.oise.utoronto.ca/~stuserv

University-wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House is located on the St. George Campus and houses the Office of Aboriginal Student Services and Programs (OASSP) and the Native Students Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Founded in 1992, the focus of the Office has been to support and assist Aboriginal students in entering and acheiving academic success, and to create a space at U of T where Native people from across Canada can work and grow in a community environment which reflects the distinctive culture of Aboriginal Nations. First Nations House provides a home for Aboriginal people on campus, is a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Location: First Nations House
563 Spadina Avenue, Third Floor
Toronto, Ontario M5S 1A1
Telephone: 416-978-8227
Fax: 416-978-1893
E-mail: fnh.info@utoronto.ca
Website: www.fnh.utoronto.ca

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2003/2004, excluding tuition:

Accommodation	$7,200
Books/Supplies	917
Clothing	600
Food	3,895
Health insurance (UHIP) (international students)	612
Local transportation	1122
Miscellaneous	3,587
TOTAL	**$17,933**

Career Centre

The University of Toronto Career Centre provides programs and services to assist Masters and Doctoral students in planning, developing and managing their careers. We recognize that the needs of graduate students are different from those of undergraduates. To this end, a list of resources that will help the graduate student plan for employment within and without the academy has been put together. Working in collaboration with deans and/or divisional chairs, the Career Centre will offer tailored career management courses within graduate departments to meet the unique needs of students within that discipline.

Location: Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 21 Sussex Avenue, 2nd Floor
Telephone: 416-978-1485
FAX: 416-978-1099
Website: www.utoronto.ca/communitysafety/

Disability Services for Students

The mandate of this service is to facilitate the inclusion of students with disabilities and chronic health conditions into all aspects of university life. Their focus is on skills development, especially in the areas of self-advocacy and academic skills. Services are provided to students who have a physical, sensory or learning disability, mental health disorder, acquired brain injury or chronic health condition. Students who have temporary disabilities (eg. broken dominant arm) are also eligible to receive services. All discussions are confidential and information is disclosed only with permission of the student.

Location: Robarts Library, 1st Floor
130 St. George Street
Toronto, Ontario M5S 1A5
Telephone: 416-978-8060 (Voice)
T.D.D.: 416-978-1902
Fax: 416-978-8246
E-mail: disability.services@utoronto.ca
Website: www.sa.utoronto.ca

Family Care Office

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most appropriate on or off campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: Koffler Student Services Centre
214 College Street, 2nd floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-0951
Fax: 416-946-5466
E-mail: family.care@utoronto.ca
Website: www.library.utoronto.ca/familycare

Hart House

At Hart House, you'll find everything a body needs in a uniquely soul-restoring environment. Whether you're interested in art, music, debates, photography, fitness, film, drama, chess, bridge, scuba diving—you name it, you can find it at Hart House. For many students, Hart House is a home away from home. As a student, you're automatically a member. Within Hart House are a full-service athletic facility, serene common rooms with fabulous fireplaces, two restaurants, a renowned art gallery, and library. Visit Hart House for a meal, a beer or a workout. Listen to the latest music in the Record Room, or meet with friends in one of the comfortable sitting rooms. Hart House also offers use of a beautiful farm north of the city on the Niagara Escarpment.

Location: 7 Hart House Circle
Telephone: 416-978-2452
Website: www.utoronto.ca/harthouse

Health Services

Health Service offers a wide range of services for U of T students. The health team includes Family Physicians, Registered Nurses, a Community Health Coordinator, a Health Promotion Nurse, support staff and peer educators. Physician services include comprehensive medical care, counselling and referrals. Nurses provide information and a range of services including dressing care, immunizations and travel health education. Diagnostic tests and procedures, ordered in the clinic, are performed by a full-time lab technician in the on-site laboratory.

All students need health insurance coverage - for example, OHIP, other provincial plans, **UHIP,** or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. The University Health Insurance Plan (UHIP) is compulsory for international students. Please contact **<www.library.utoronto.ca/isc/>** for UHIP information.

Location: Koffler Student Services Centre
214 College Street
Telephone: 416-978-8030
E-mail: health.services@utoronto.ca
Website: www.utoronto.ca/health

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing, single and family housing, as well as other information a student might need to assist in locating and arranging suitable student housing.

Location: Koffler Student Services Centre
214 College Street, 2nd floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
E-mail: housing.service@utoronto.ca
Website: http://eir.library.utoronto.ca/StudentHousing/

International Student Centre (ISC)

The goal of the ISC is to provide services that promote and support international education at the university. All members of the university community, both international students and Canadians are welcome to come to the ISC and meet in a relaxed and informal atmosphere. The facilities of the Centre are used for social events, cultural programs and other activities of an international nature. In addition to programs organized by the many cultural, ethnic, and other student groups which use the ISC, the Centre organizes events and activities to introduce international students to Canada and help to bring the world to all students of the university.

Location: 33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: 416-978-5646
E-mail: isc.information@utoronto.ca
Website: www.library.utoronto.ca/isc/

Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office

The University of Toronto is committed to providing equality and opportunities for all, by providing a safe, welcoming, working and learning environment that is free of discrimination and harassment against lesbians, gays, bisexuals, transgendered and queer people. All students, employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered by the University with the same freedom as heterosexuals.

Location: Koffler Student Services Centre
214 College Street, Room 307
Telephone: 416-946-5624
Fax: 416-971-2037
E-mail: lgbtq.resources@utoronto.ca
Website: http://lgbtq.sa.utoronto.ca

Race Relations and Anti-Racism Initiatives Office

The Race Relations and Anti-Racism Initiatives Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 21 Sussex Ave.
Telephone: 416-978-1259
Fax: 416-946-8296
Website: www.library.utoronto.ca/equity/

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which crates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 40 Sussex Avenue, 3rd floor
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.utoronto.ca/sho/

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

Location: Office of the President, Simcoe Hall
Room 109B, 27 King's College Circle
Telephone: 416-978-2196
Fax: 416-971-2295
E-mail: status.women@utoronto.ca
Website: http://status-women.utoronto.ca

Policies and Regulations

NOTE: Students should consult the 2004/2005 ***School of Graduate Studies Calendar*** when it becomes available, or visit the website **<www.sgs.utoronto.ca>** for full details on the following policies and for additional Policies and Regulations governing graduate studies at the University of Toronto, e.g.:

- Research Ethics
- Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- Code of Student Conduct
- Intellectual Property

Grading Practices

The OISE/UT Graduate Studies Grading Practices falls within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and has the following features:

A. Evaluation Procedures

1) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

2) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

3) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

4) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

5) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

6) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE/UT department, the student may make an appeal through the Associate Dean of Division II of the School of Graduate Studies (see Student Appeals on the following page).

Any student whose work is judged to be unsatisfactory by OISE/UT may be required to withdraw at any time.

B. Conditions for Final Standing

1) The grading system has a primary classification of **A, B,** and **FZ**, which have the following meanings:
   - **A**: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
   - **B**: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
   - **FZ:** glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

2) The instructor is asked to make secondary distinctions within the first two classes, **A** and **B**, by using **+** and **-** to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A-; B+, B, B-; or FZ.

3) A small number of graduate courses, graded as Credit/No Credit (CR or NCR) are offered at OISE/UT. Such courses must have the prior approval of OISE/UT and the School of Graduate Studies before they can be offered in this manner.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts. All grade revisions must be submitted to the School of Graduate Studies according to these revised grading procedures.

INC-Incomplete: Assigned as a final report on the basis of incomplete course work (e.g., medical reasons or when there are no grounds for assigning a failing grade). **INC** carries no credit for the course and is not considered for averaging purposes.

IPR-In Progress: Assigned by the instructor as the report for a course which is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment period. **IPR** carries no credit for the course and is not considered for averaging purposes.

SDF-Standing Deferred: Assigned by a graduate unit review committee to a student who has been granted an extension for the completion of course work beyond the SGS deadline for completion of course work, pending receipt from the instructor of a final course report. A final course report is due no later than the SGS deadline for completion of course work and grade submission following the original one for the course. If, by that date, a final grade is not available and the student has not submitted the outstanding course work, then the report of **SDF** will be replaced by a final report of 'INC'. **SDF** carries no credit for the course and is not considered for averaging purposes.

WDR-Withdrawal without academic penalty: Assigned by the graduate unit review committee, when there are extenuating circumstances, upon approval of the student's request for late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP-Exemption: Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

NOTE: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

Student Appeals

Should a dispute arise over an academic or procedural matter, OISE/UT and the university offer students a formal appeals procedure summarized below.

The student appeals process consists of four levels:

1. The first level involves dialogue with the immediate source of the disagreement (typically the instructor) in an attempt to resolve the matter.

2. If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE/UT Department Academic Appeals Committee, using the Notice of Appeal Form.

3. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies to the Graduate Academic Appeals Board of the School of Graduate Studies no later than eight weeks after the decision being appealed has been communicated in writing to the appellant.

4. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days after the decision being appealed has been communicated, in writing, to the appellant.

Detailed information on the appeals procedures is available from the OISE/UT Registrar's Office, Graduate Studies Registration Unit, or from a department chair, ***the School of Graduate Studies Calendar*** or from the SGS Website **<www.sgs.utoronto.ca>**.

At any stage, students have the right to appeal to:

The Office of the Ombudsperson
University of Toronto
222 College Street, Suite 161
Toronto, Ontario M5T 3J1
Telephone: 416-978-4874
E-mail: ombuds.person@utoronto.ca
Website: www.utoronto.ca/ombudsperson/

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment) See also page 186.

- Statements of results and/or official transcripts of record will not be issued.

- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

Academic Staff (as of January 2004)

Please consult individual departmental sections for academic details and interests of staff: AECP (page 35); CTL (page 62); HDAP (page 102); SESE (page 124); TPS (page 139).

Abbey-Livingston, Diane, AECP
Abracen, Jeff, AECP
Acker, Sandra, SESE, TPS
Ahia, Francis, CTL
Aitken, Johan L., CTL
Allen, Guy, CTL
Alvi, Sabir A., AECP
Anderson, Andy, CTL
Anderson, Stephen, TPS
Antone, Eileen, AECP
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Astington, Janet, W. HDAP
Atkinson, Lesley, HDAP
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Axelrod, Paul, TPS
Bagby, R. Michael, AECP
Baryshrik, Janice, HDAP
Bascia, Nina, TPS
Batty, Helen, P. TPS
Beattie, Mary, CTL
Beck, Clive M., CTL
Bélanger, Nathalie, CTL, SESE
Bencze, John Lawrence, CTL
Benner, David G, HDAP
Bennett, Barrie, CTL
Bereiter, Carl, HDAP
Bernhard, Judith, HDAP
Bickmore, Kathy, CTL, SESE
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Bohr, Yvonne, HDAP
Boler, Megan, TPS
Booth, David, CTL
Bowers, Arnold, CTL
Boyd, Dwight R., TPS
Brecher, Diana R., AECP
Brett, Clare, CTL
Broley, Pam, AECP
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Burstow, Bonnie, AECP
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Byrne, P. Niall, TPS
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Campbell, C. Elizabeth, CTL, TPS
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Carmichael, Isla, AECP
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Cassidy, Anne, HDAP
Cassie, J.R. Bruce, AECP
Caswell, Bev, HDAP
Chen, Charles P. , AECP
Childs, Ruth A., CTL
Churchill, Stacy, CTL
Cohen, Rina S., CTL
Cole, Ardra, AECP
Cole, Ester, HDAP
Comay, Julie, HDAP
Conle, Carola, CTL
Connelly, F. Michael, CTL
Coolbear, Jennifer, HDAP
Cooper, Karyn, CTL
Corter, Carl, HDAP
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Crook, Bonnie, HDAP
Cumming, Alister, CTL, HDAP
Cummins, James P., CTL
Cusimano, Michael, TPS
Danesi, Marcel, CTL
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Davie, Lynn E., CTL
Davis, John E., TPS
Day, Rod, AECP
Dehli, Kari, SESE
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Deutsch, Robert, AECP
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Diamond, C. T. Patrick, CTL
Dietsche, Peter, TPS
DiFranco, Michael, HDAP
Draper, James A., AECP
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Ducharme, Joseph, HDAP
Durand, C., HDAP
Earl, Lorna M., CTL, TPS
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Farrell, Joseph P., AECP, CTL
Fawcett-Carter, Marie, HDAP
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Ferrari, Michel, HDAP
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Firsten, Temi, AECP
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Folson, Rose Baaba, SESE
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Freeman, S., HDAP
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Fullan, Michael, SESE
Gagné, Antoinette, CTL
Galbraith, Donald I, CTL
Gallagher, Kathleen, CTL
Gamlin, Peter, AECP
Gardner, Paula, AECP
Garth, David, CTL
Gérin-Lajoie, Diane, CTL
Geva, Esther, CTL, HDAP
Gillies, Laurie A., AECP
Gillis, J. Roy, AECP
Giroux, Roy F., TPS
Gitari, Wanja, CTL
Goldstein, Tara, CTL
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Grimes, Catherine, HDAP
Grusec, Joan, HDAP
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Haché, Denis, TPS
Halewood, C., HDAP
Hamovitch, Gregory, AECP
Hamstra, Stanley John, TPS
Hanna, Gila, CTL
Hannay, Lynne, CTL, TPS
Hardacre, Jennifer, HDAP
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Harvey, Edward B., SESE
Hatton, Michael J., TPS
Hayhoe, Ruth E.S., TPS
Heller, Monica, SESE
Helwig, Charles, HDAP
Hersen, R., HDAP
Hewitt, James G., CTL
Hickcox, Edward S., TPS
Hildyard, Angela, HDAP, TPS
Hilliard, Robert, TPS
Ho, Monita, HDAP
Hodson, Derek, CTL
Holloway, Robin, HDAP
Hong, Guanglei, CTL
Howe, Nina, HDAP
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Kosnik, Clare, CTL
Kuzmich, Natalie, CTL
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Lang, Daniel W., TPS
Lapkin, Sharon, CTL
Lawton, Stephen B., TPS
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McLean, Leslie D., CTL
McLean, Mona, HDAP
McLean, Robert S., CTL
McLean, Ruth W., AECP
McLeod, Keith, AECP

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Minowa,, Nozomi, HDAP
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Mundy, Karen, AECP
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Musselman, Carol, HDAP
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Nifakis, Debbie, AECP
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Palucka, Anna, AECP
Pan, Julia, TPS
Pascal, Charles, TPS
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Pelletier, Janette, HDAP
Percy, John R., CTL
Perlman, Michal, HDAP
Perlman, Nitza, HDAP
Perri-Galluzzo, Teri, HDAP
Perry, Adrienne, HDAP
Persad, Schrine, HDAP
Peskin, Joan, HDAP
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Peterson-Badali, Michele, HDAP
Phillips, Bryan, AECP
Picard, Erin, HDAP
Pierson, Ruth Roach, SESE, TPS
Piran, Niva, AECP
Poldre, Peeter, TPS
Portelli, John, TPS
Prentice, Alison, TPS
Prichard, J. Robert S., TPS
Quarter, Jack, AECP, SESE
Quazi, Saeed, TPS
Raphael, Dennis, TPS
Razack, Sherene H., SESE
Rector, Neil A., AECP
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Regehr, Glenn, HDAP, TPS
Reibetanz, J.H., CTL
Reis, Johan, AECP
Reitav, Jaan, AECP
Reznick, Richard K., TPS
Rice, Carla, AECP
Richmond, Betty Jane, AECP
Rockhill, Kathleen, SESE
Rolheiser, Carol, CTL
Rosenberg, Dorothy Goldin, TPS
Ross, John A., CTL
Rothman, Arthur I., TPS
Rothstein, Marsha, AECP
Rovet, Joanna, HDAP
Rusak, Stephen T., TPS
Russell, H. Howard, CTL
Ryan, James J., TPS
Sandwell, Ruth, TPS
Sawchuk, Peter, SESE
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Scarfo, Nick, HDAP
Schachar, Russell, HDAP
Schellenberg, Glenn, HDAP
Schmuckler, Mark, HDAP
Schneider, Margaret S., AECP
Schugurensky, Daniel, AECP
Schwenger, S., HDAP
Schwartz, Michael, AECP
Scott, Katreena, HDAP
Seccombe, Wallace, SESE
Seller, Wayne, CTL, TPS
Shackel, Denis, HDAP
Shafrir, Uri, HDAP
Shaw, Robin, HDAP
Shore, Lesley, CTL
Silver, Judith A., AECP
Silvers, Ronald, CTL
Simmonds, J., HDAP
Simon, Roger I., CTL, SESE
Skolnik, Michael L., TPS
Slonim, Dalia, AECP
Smith, Dorothy E., SESE
Smith, R., HDAP
Smyth, Elizabeth M., CTL, TPS
Spada, Nina, CTL
Stanovich, Keith E., CTL, HDAP
Stanovich, Paula, CTL
Stephenson, C., HDAP
Stermac, Lana, AECP

Stewart, Dermot, HDAP
Stewart, Malcolm J., AECP
Stiegelbauer, Suzanne, CTL
Sumner, Jennifer, AECP
Swain, Merrill K., CTL
Switzman, Lorne, AECP
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Szabo, Paul, HDAP
Tal, Naomi, HDAP
Tan-Willman, Conchita, HDAP
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Thomas, Alan, AECP
Thomas, Suzanne, AECP
Toharia, Angeles, HDAP
Toneatto, Anthony, HDAP
Toner, Brenda, AECP
Toplak, Maggie, HDAP
Tough, Allen M., AECP
Townsend, Richard G., TPS
Traub, Ross E., CTL
Trehub, Sandra, HDAP
Trifonas, Peter, CTL
Troper, Harold M., TPS
Trotz, D. Alissa, SESE
Tryphonopoulos, Jeannie, HDAP
Volpe, Richard, HDAP
Wahlstrom, Merlin W., CTL
Walcott, Rinaldo, SESE
Wane, Njoki Nathani, SESE
Warling, Diane, AECP
Warner, Ronald E., AECP
Wasson, Christine, HDAP
Watson, Cicely, TPS
Watson, Jeanne E., AECP
Weininger, E., HDAP
Wiener, Judith, HDAP
Weis, Joel, CTL
Wilkinson, Joyce A., CTL
Willows, Dale M., CTL, HDAP
Wilson, David N., CTL, TPS
Wilson, Robin J., AECP
Wolfe, Elgin, CTL
Wolfe, Richard G., CTL
Wong, Jeffrey, HDAP
Woodruff, Earl, CTL, HDAP
Worling, James, HDAP
Young, Stacey J., TPS
Zelazo, Philip, HDAP
Zimmerman, Sara, HDAP
Zuker, Marvin A., TPS

Officers of the University

2004/2005 (partial list)

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C.D. Naylor, M.D., D.Phil., F.R.C.P. (C)

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Vice-Provost, Students
D.H. Farrar, M.Sc., Ph.D.

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Chief Librarian
C. Moore, B.A., M.L.S.

University Registrar
K.J. Swift, B.Sc., M.Ed.

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CALENDAR 2006

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